

DEPARTMENT OF HEALTH AND HUMAN SERVICES

Substance Abuse and Mental Health Services Administration Center for Mental Health Services

**Guidance for Applicants (GFA) No. SM-01-009
Part I - Programmatic Guidance**

**Cooperative Agreement for Collaborative Community Actions to Prevent
Youth Violence and Promote Youth Development**

Short Title: Youth Violence Prevention Cooperative Agreements

Application Due Dates:
May 16, 2001

Bernard S. Arons, M.D.
Director, Center for Mental Health Services
Substance Abuse and Mental Health
Services Administration

Joseph H. Autry III, M.D.
Acting Administrator
Substance Abuse and Mental Health
Services Administration

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Agency

Department of Health and Human Services (DHHS), Substance Abuse and Mental Health Services Administration.

Action and Purpose

The Substance Abuse and Mental Health Services Administration (SAMHSA), Center for Mental Health Services announces the availability of Fiscal Year 2001 funds for cooperative agreements for implementing **Youth Violence Prevention Cooperative Agreements**. Two types of awards will be made: **Level 1** awards for projects developing youth violence prevention community collaboration and preventive and early intervention services to reduce youth violence, substance abuse, mental health and other youth problems and **Level 2** awards for well-established collaborations to enhance collaboration activities and to develop comprehensive youth violence intervention and prevention services.

Approximately \$5 million will be available for 25 to 35 awards. The maximum award is \$150,000 per year in total costs (direct and indirect) for Level 1 awards and \$200,000 in total costs (direct and indirect) for Level 2 awards. Actual funding levels will depend on the availability of funds. It is expected that 20 to 25 Level 1 awards will be made and up to 10 Level 2 awards will be made.

Awards may be requested for up to 2

years. Annual continuation awards depend on the availability of funds and progress achieved.

Who Can Apply?

States, political subdivisions of States, Indian tribes and tribal organizations, and other public or private nonprofit organizations may apply.

Examples of eligible organizations include:

- / community-based organizations, such as advocacy organizations, community-based health, mental health and social service organizations, faith-based service organizations, parents and teachers associations, consumer and family groups, and service organizations serving ethnic, cultural, or social minority groups
- / existing community collaborations, coalitions, and partnerships focusing on youth violence prevention or youth services
- / public or private educational systems, institutions, and agencies
- / public or private mental health systems, institutions, and agencies
- / local law enforcement agencies or affiliated organizations

- / Tribal government units and organizations
- / other public agencies or entities that can perform the requirements of this GFA

Because of the overlap of program objectives, currently funded Safe Schools/Healthy Students and CMHS Coalitions for Prevention sites are not eligible to apply for this program.

Level 2 applications are encouraged from, but are not restricted to, applicant organizations that have established well-functioning community collaborations or coalitions with prior SAMHSA support, such as from CMHS School and Community Action grants or CSAP Community Partnership and Community Coalition grants.

Application Kit

Application kits have several parts. The grant announcement has two parts. Part I is different for each GFA. Part II has general policies and procedures that apply to **all** SAMHSA grant and cooperative agreements. You will need to use both Parts I and II for your application. **This document is Part I.**

The application also includes the blank forms (SF-424 and PHS-5161) that you will need to complete your application.

To get a complete application kit, including Parts I and II, you can:

Call the Center for Mental Health Services

national clearinghouse, the Knowledge Exchange Network at (800) 789-2647 or

Download from the SAMHSA site at www.samhsa.gov/grants/grants.html and click on the link to Currently Available Grant Opportunities, FY 2001.

Where to Send the Application

Send the original and 2 copies of your grant application to:

SAMHSA Programs

Center for Scientific Review
National Institutes of Health
Suite 1040
6701 Rockledge Drive MSC-7710
Bethesda, MD 20892-7710*

*Change the zip code to 20817 if you use express mail or courier service.

Please note:

, **Use application form PHS 5161-1.**

, **Be sure to type:**
"GFA No. SM-01-009 Youth Violence Prevention Cooperative Agreements Level 1" or "GFA No. SM-01-009 Youth Violence Prevention Cooperative Agreements Level 2" in Item Number 10 on the face page of the application form.

Application Dates

Send your application in by May 16, 2001.

Applications received after this date will only be accepted for the appropriate receipt date if they have a proof-of-mailing date from the carrier no later than May 9.

Private metered postmarks are not acceptable as proof of timely mailing. Late applications will be returned without review.

How to Get Help

For questions on program issues, contact:

Malcolm Gordon, Ph.D.
Special Programs Development Branch
Center for Mental Health Services
Substance Abuse and Mental Health Services
Administration
Parklawn Building, Room 17C-05
5600 Fishers Lane
Rockville, MD 20857
(301) 443-2957
E-Mail: mgordon@samhsa.gov

For questions on grants management issues, contact:

Gwendolyn Simpson
Division of Grants Management
Substance Abuse and Mental Health
Services Administration
Parklawn Building, Room 13-103
5600 Fishers Lane
Rockville, MD 20857
(301) 443-4456
E-Mail: gsimpson@samhsa.gov

Cooperative Agreements

Cooperative Agreement Roles

These awards are being made as cooperative agreements because they are complex and may require substantial Federal staff involvement. This program will involve the cooperation of the Project Staff and CMHS Staff. Government Project Officers and Project Staff are expected to work closely together to ensure the success of this cooperative agreement program.

Role of Project Staff

Project Staff are expected to implement the project plan as detailed in the application and to consult with the Government Project Officer on significant modifications or adaptations of the project plan. Project Staff are expected to actively collaborate with the Government Project Officer in ongoing elaboration and adjustment of the project plan, to collaborate and share experience and expertise with other Youth Violence Prevention Cooperative Agreement Sites, and to write up and disseminate descriptions of the project's collaboration and program implementation experiences and results of project evaluations. Project staff are expected to contact and coordinate efforts with other Federally funded youth violence prevention projects in their communities, such as Safe Schools/Healthy Students and Coalitions for Prevention projects.

Role of CMHS Staff

Substantial CMHS Staff involvement in this program will be required to ensure that the projects meet the program goals. Federal Staff will be active participants in all aspects

of the cooperative agreement program and will serve as collaborators with Site project directors. The Government Project Officer(s) will have overall responsibility for monitoring the conduct and progress of the Youth Violence Prevention Cooperative Agreements and will make recommendations regarding their continued funding. The Government Project Officer(s) will consult with Project Staff and provide technical assistance on collaboration and consensus building models and activities, on adapting and implementing the service programs, and on evaluation design and analysis of evaluation data. The Government Project Officer(s) will review quarterly reports and conduct site visits, if warranted or desired. The Government Project Officer(s) will participate in the publication of the results in order to make findings available to the field.

Funding Criteria

Decisions to fund a grant are based on:

1. The strengths and weaknesses of the application as shown by the
 - C** Peer Review Committee, which assigns a numerical evaluation score to the application based on a judgement of the extent to which the application meets the project requirements specified in this Guidance for Applicants (GFA)
 - C** National Advisory Council, which reviews Peer Review Committee review

recommendations for applications

2. Availability of funds
3. Overall program balance in terms of:
 - C** geography
 - C** target population
4. Priority funding consideration will be given to applications proposing services to high-risk, underserved minority children and youth.
5. Given the few applications from organizations providing services to Native American children and youth in previous iterations of this grant announcement, priority funding consideration will be given to applications targeting Native American children and youth that successfully meet the review criteria.

Post Award Requirements

1. Financial status reports will be required as specified in the PHS Grants Policy Statement requirements and the applicant will be informed of the specific requirement when the cooperative agreement is awarded.
2. Quarterly and final progress reports will be required and reporting requirements will be specified by CMHS staff after award of the cooperative agreements. In accepting the award, projects will be expected to

provide data to the Federal Government using a data collection form that is part of the quarterly report form, pending Office of Management and Budget approval. This form will collect summary data from all projects on collaboration participants and their participation in collaboration, on types of service programs implemented at sites, on evaluation methods and measures being used at sites, and may require data on youth who participate in service program. The purpose of this data collection is to allow the Federal Government to summarize and analyze collaboration and service program implementation across sites in support of dissemination of program results to communities across the country that are interested in this approach to youth violence prevention and youth development.

3. The Government Performance and Results Act of 1993 (GPRA) requires federal agencies to set and monitor performance standards for agency objectives. As part of GPRA reporting requirements, CMHS may require grantees to report information relevant to the CMHS GPRA program goals. For example, CMHS might require grantees to indicate whether this cooperative agreement program helped communities to identify service needs and improve availability of services.

4. The Project Director and Principle Evaluator are required to attend an annual two or three-day national meeting of Sites (most likely in the Washington D.C. metropolitan area); travel expenses for the meeting must be included in the budget for Years 1 and 2.

Program Overview

The Youth Violence Prevention Cooperative Agreement grant program supports two-year cooperative agreements for collaborations of community organizations and constituencies to promote the prevention of youth violence, substance abuse, suicide, and other mental health and behavior problems and to implement intervention, prevention, and treatment services to enhance personal and interpersonal strengths, prosocial development and positive mental health in youth. The community collaborations should include or seek to recruit the significant community organizations or constituencies involved with youth, including education, mental health, substance abuse, law enforcement, social service agencies, and youth and their families.

This cooperative agreement grant program supports community-wide collaborations or coalitions to reduce the prevalence and seriousness of youth violence and other youth problems by (1) building community-wide understanding of the nature and extent of violence and other negative behaviors among youth in the community, (2) mobilizing the community to address youth problems, (3) implementing and evaluating a wide range of effective prevention, intervention, and treatment services to address youth problems in the community and (4) being responsive to ethnic, cultural, social, age, gender, and sexual orientation diversity in the community in all phases of collaborative activity, service implementation, and service provision.

The Youth Violence Prevention Cooperative Agreement Grant Program supports two types of grants:

- C **Level 1** awards support the establishment of new community collaborations/coalitions/partnerships and implementation of a youth violence prevention program
- C **Level 2** awards support enhancement of existing well-developed collaborations/coalitions/partnerships and expansion of youth violence prevention services.

Level 1 projects must devote the initial grant period, usually at least the first year of the grant, to activities that lead to development of an effective collaboration and then, after an effective collaboration has been established, use grant resources to implement, on a pilot basis, at least one service program that addresses youth problem behavior, reduces risk factors for problem behaviors or enhances resiliency or protective factors that reduce risk for problem behaviors. Such service programs can include, for example:

- C school-based resilience enhancement or mental health identification and treatment programs
- C preventive programs to reduce substance use or mental health problems of youth
- C family strengthening programs
- C early childhood development, educational achievement, or psychosocial enhancement programs

- C community-based service programs, including mentoring and after-school programs to enhance academic achievement or psychosocial development
- C juvenile justice diversion programs that provide psychosocial supportive services for at-risk youth

In addition, the collaboration is expected to support efforts to develop a comprehensive community approach to violence and youth problem reduction, involving the key educational, substance abuse, mental health, and law enforcement systems involved with youth.

Sites having prior School Action Grant, Community Partnership, or Community Coalition grants are not allowed to apply for **Level 1** grants.

Level 2 projects are expected to use grant funds to enhance and expand the effectiveness of existing well-functioning collaborations. Such collaboration are expected to have substantial involvement of the significant community organizations or constituencies involved with youth, including education, mental health, substance abuse, law enforcement, social service agencies, and youth and their families.

Level 2 projects are to use grant funds to expand direct service delivery to youth and families in the community, especially by using grant support to leverage significant resources from outside sources, and to build a comprehensive approach to youth violence prevention and youth development in the community. **Level 2** projects will be held to a higher standard of existing collaborative organization and activities and will be evaluated

on how well developed and effective the existing community collaboration has been in addressing prevention of youth problems and promotion of youth development in the community.

Projects requesting two years of support must submit a budget for both Years 1 and 2. Be advised that Year 2 budget funding has usually been level with the Year 1 budget and budget increases from Year 1 to Year 2 have not been supported. Budget projections for Years 1 and 2 should be planned accordingly.

This Guidance for Applicants (GFA) is a revision and extension of the prior CMHS GFAs No. SM 99-009, School Action Grants, and No. SM00-005, Youth Violence Prevention Cooperative Agreements.

Detailed Information on What to Include in Your Application

In order for your application to be complete and eligible, it must include the following in the order listed. Check off areas as you complete them for your application.

' **1. FACE PAGE**

Use Standard Form 424. See Appendix A in Part II for instructions. In signing the face page of the application, you are agreeing that the information is accurate and complete.

' **2. ABSTRACT**

A one page Project Abstract is required that should include:

- C** the goals of the project
- C** a description of the major community organizations collaborating in the project
- C** the target population and intervention targets of the collaboration
- C** the type of service programs that will be implemented during the project
- C** the projected number and characteristics (age group, gender, race/ethnicity) of youth and/or their families that will be served through the project.

Your total abstract may not be longer 35 lines. In the first 5 lines or less of your abstract, write a summary of your project that can be used in publications, reporting to Congress, or press releases, if funded.

' **3. TABLE OF CONTENTS**

Include page numbers for each of the major sections of your application and for each appendix.

' **4. BUDGET FORM**

Standard Form 424A. See Appendix B in Part II for instructions.

' **5. PROGRAM NARRATIVE AND SUPPORT DOCUMENTATION**

These sections describe your project.

Separate instructions are provided for **Level 1** and **Level 2** applications. The program narrative is made up of Sections A through F.

More detailed information of A-F follows

#10 of this checklist. Sections A-F may not be longer than 25 pages. The support documentation for your application is made up of sections G through J.

G Section A - Community Collaboration

G Section B - Selection and Implementation of Service Programs

G Section C - Evaluation of Collaboration and Services

G Section D -Plan for Sustainability

G Section E - Competence with Respect to Community Diversity

G Section F -Project Management

There are no page limits for the following sections, except for Section I the Biographical Sketches/Job Descriptions.

G Section G- Literature Citations

This section must contain complete citations, including titles and all authors, for any literature you cite in your application.

G Section H - Budget Justification, Existing Resources, Other Support

Fill out sections B, C, and E of the Standard Form 424A. Follow instructions in Appendix B, Part II.

G Section I- Biographical Sketches and Job Descriptions

-- Include a biographical sketch for the project director and for other key positions. Each sketch should not be longer than **2 pages**. If the person has not been hired, include a letter of commitment from him with his sketch.

-- Include job descriptions for key personnel. They should not be longer than **1 page**.

-- Sample sketches and job descriptions are listed in Item 6 in the Program Narrative section of the PHS 5161-1.

G Section J- Confidentiality and SAMHSA Participant Protection (SPP)

The seven areas you need to address in this section are outlined after the Project Narrative description in this document.

6. APPENDICES 1 THROUGH 3

C Use only the appendices listed below.

C Don't use appendices to extend or replace any of the sections of the Program Narrative (reviewers will not consider them if you do).

C Don't use more than 15 pages for the appendices.

Appendix 1: Letters of support or other documentation from collaboration participants

Appendix 2: Letter to Single State Agency (if applicable, see Part II, page 3. For an on-line listing of Single State Agency contacts. Go to

www.samhsa.gov/grants/grants.html, click on link to Assistance with Grant Applications, then click on link to Materials for Applying for Grants or Cooperative Agreements for a listing of SSA contacts).

Appendix 3: Organizational Structure/Timeline/Staffing

7. ASSURANCES

Non- Construction Programs. Use Standard form 424B found in PHS 5161-1. See Part II, page 9. Standard Form 424B available on-line through link at

www.samhsa.gov/grants/grants.html (click on link to Assistance with Grant Applications, then click on link to Materials for Applying for Grants or Cooperative Agreements for access to Assurance of Compliance Forms).

8. CERTIFICATIONS

See Part II, page 9. A list of certifications is included in the PHS form 5161-1. PHS 5161 is available on-line through link at www.samhsa.gov/grants/grants.html.

9. DISCLOSURE OF LOBBYING ACTIVITIES

Please see Part II for lobbying prohibitions.

10. CHECKLIST

See Appendix C in Part II for instructions.

Project Narrative— Sections A Through F Highlighted

Your application consists of addressing sections A through J. Sections A through F, the project narrative parts of your application, describe what you intend to do with your project. Below you will find detailed information on how to respond to sections A through F.

- K** Sections A through F may not be longer than 25 pages.
- K** A peer review committee will assign a point value to your application based on how well you address these sections.
- K** The number of points after each main heading shows the maximum points a review committee may assign to that category.
- K** Reviewers will also be looking for plans to address cultural competence. Points will be deducted from applications that do not adequately address the cultural aspects of the review criterion.
- K** Additional material is available in support of this GFA. This material is included in Appendix A, and in the grant application packet or available on-line at the SAMHSA website www.samhsa.gov/grants/grants.html (and clicking on Currently Available Grant Opportunities, FY 2001).

LEVEL 1: PROJECT REQUIREMENTS

Level 1 projects are expected to spend the initial phase of the project in:

- C developing collaboration among critical community stakeholders
- C reaching consensus among collaboration partners on youth problems and risks to address and on youth service needs
- C developing collaborative activities to increase community awareness of youth problems and support for youth service programs
- C selecting at least one model youth service program to implement.

The second phase of the project will be devoted to the pilot implementation of the selected service program and continued development of the collaboration and its activities. **Projects can begin implementing services only by providing clear evidence to the Government Project Officer that an effective collaboration has been achieved and that the collaboration has achieved a consensus on collaboration structure and functioning, on youth problems, risk, or protective factors to address, and on the type of service program to initiate.**

A. Community Collaboration (25 Points)

During the award period, Level 1 sites will be required to establish an effective community collaboration to address youth violence. The collaboration should involve or seek to recruit the critical community stakeholders involved with youth, including education, law enforcement, mental health and other youth service agencies, as well as community constituencies, including youth and their families.

In section A of the application, Level 1 applicants should discuss:

(1) Readiness of the community to engage in a youth violence prevention collaboration, including:

- C Indications that the community is aware of and concerned about youth problems and development
- C Prior and existing community efforts to address youth issues
- C Indications of community consensus on needed youth service programs
- C Community factors relevant to developing a youth violence prevention collaboration

(2) Capacity for collaborative leadership:

- C Identify and discuss qualifications of individual(s) or organization with the leadership capacity to effectively organize and/or provide leadership for a youth violence prevention collaboration

(3) Stakeholder involvement in the collaboration:

- C Identify the critical stakeholders in the community concerned with youth issues
- C Discuss indicators of their willingness to participate in collaboration to address youth violence/youth development. Provide documentation of willingness to participate in collaboration (e.g., letters of support, Memoranda of Understanding) in Appendix

1.

among collaboration partners

- C Outline the roles that participating stakeholders will assume in the collaboration
- C Describe strategies to recruit and engage additional critical stakeholders
- C Describe involvement of ethnic/cultural/social minority groups in the collaboration

- C Visits to or consultation with collaboratives in other communities
- C Expenses associated with recruitment of collaboration participants or development of community support
- C Costs associated with obtaining input from and disseminating information to the community-at-large in support of collaboration
- C Costs of community activities to increase awareness of the collaboration or to mobilize community support

(4) A preliminary plan of organization of the youth violence prevention collaboration.

- C Describe plans to initiate the collaboration process
- C Describe a proposed administrative structure and operational procedures of the collaboration.
- C Describe strategies for achieving consensus among stakeholders

The following are examples of potential expenses in support of developing collaboration or collaboration activities that may be supported by project funds:

- C Staff and administrative expenses to support the collaboration organization
- C Logistic expenses of collaboration meetings and other forms of contact and collaboration activities
- C Expert consultation on developing collaboration or developing consensus

B. Selection and Implementation of Service Programs (20 Points)

Selecting and implementing effective service programs to reduce youth violence and other youth problems requires understanding the nature and prevalence of youth problems in the community and youth service needs and assessing the likely effectiveness of different service programs to address youth problems in the community.

Section B of the application should:

(1) Discuss information on youth problems and service needs in the community

- C Describe available information sources on characteristics of youth in the community, problem behaviors and risk factors of youth, service and other resources in the community, and other social environmental

characteristics of the community

- C Briefly summarize available information on
 - C the prevalence and seriousness of youth problems and risk factors in the community
 - C characteristics of the population of youth targeted for intervention
 - C the community's social environment with respect to children and youth
- C If adequate data on the community and its youth has not been collected, specify what types of data need to be collected and what data collection procedures would be used
- C Discuss how data will be used to guide collaboration goal setting, planning, activities, and service program implementation.

(2) Identify a specific service program to implement in Phase 2 of the project. Level 1 projects are required to implement, on a pilot basis, a youth service program during the second phase (usually the second year) of the grant. Such programs can include violence prevention, resilience enhancement, mental health and substance abuse intervention, or positive youth and family development service programs targeted at children and youth from early childhood through adolescence. *The specific service program proposed in the application is not necessarily the program that will be implemented during the second phase of the grant, as the actual program that is implemented should be arrived at on the basis of consensus of the collaboration.*

Section B of the application should:

- C Identify a specific service program that could be implemented in the community
- C Concisely describe the program and which youth problems or risk factors are the target of the program.
- C Describe the rationale for nominating the specific program to implement in terms youth problems or risk, target community need, likely effectiveness of the program, availability of training, and applicability to the targeted group. Criteria for evaluating likely effectiveness of service programs are discussed in Appendix A.

The following are examples of potential activities in support of service program selection and implementation that may be supported by project funds:

- C Costs associated with gathering information on the community, youth problems or risks, existing services
- C Obtaining expert consultation and training on assessment of youth, community attitudes and resources.
- C Costs associated with assistance in the selection of youth, family, and community service programs to implement
- C Costs of implementing the service program in the second phase of the project, such as provider training, expert consultation, program materials and direct service costs, and recruitment of participants

C. Evaluation of Collaboration and Services (20 Points)

Level 1 applications must present a preliminary plan for how the project plans to conduct the four types of evaluations discussed in Appendix A of this GFA:

Evaluation of the process of community collaboration

Evaluation of outcomes of the collaboration and collaborative activities

Evaluation of the process of the pilot implementation of a specific intervention program in the second phase of the project

Evaluation of the outcomes of the specific intervention program implemented in Phase 2 of the project

This preliminary plan is subject to change during the course of the project as it is expected that the final evaluation procedures used in the project would be developed with input from collaboration participants and community constituencies.

Projects must budget at least 10 percent of the total budget and no more than 15 percent of the total budget to project evaluation. The project is required to have an evaluator or an evaluation staff that is qualified by training and experience to conduct an adequate evaluation of community collaboration and service program implementation.

Section C of the application should

describe:

(1) A preliminary evaluation plan for each of the four types of evaluations including:

- C The important process or outcome indicators that will be assessed in each type of evaluation
- C Methodological approaches to be used to collect evaluation information
- C Plans for summarizing and reporting evaluation data

(2) The qualifications and experience of the project's evaluation staff

- C If an Evaluator has not yet been selected, a position description listing the minimum qualification and experience requirements should be attached in Section I.

(3) Plans to obtain input from the community in developing the evaluation plan

- C describe plans to involve collaboration participants in developing the evaluation plans, in collecting data, and reporting results
- C describe plans to obtain input from community constituencies, especially youth and families, in developing the evaluation plan

The following are examples of potential expenses in support of evaluation that may be supported by project funds:

- C Salary or contract to an evaluator(s)
- C Expert consultation on evaluation design, instrumentation, data gathering, and analysis
- C Costs of assessment instruments
- C Costs of data collection
- C Costs of data analysis, report writing, and report dissemination.

D. Plan for Sustainability (10 Points)

In Section D the application should:

- C Describe existing human and other resources for sustaining the collaboration and the selected service program(s)
- C Describe plans to develop additional human, funding, and supportive resources to sustain the collaboration
- C Describe plans to continue the implemented intervention program

The following are examples of potential expenses in support of sustainability that may be supported by project funds:

- C Costs to identify, contact, and interact with potential funding sources
- C Costs associated with developing a capacity to write grant applications
- C Costs to recruit or train individuals in the community to support collaboration activities

- C Administrative expenses associated with institutionalizing service programs in community agencies.

E. Level 1 Competence with Respect to Community Diversity (15 Points)

Level 1 projects are expected:

- C to include representatives of the major ethnic/cultural/social constituencies in the collaboration
- C to develop and implement outreach methods to facilitate involvement of the diverse ethnic/cultural/social groups
- C to increase the competence of the project staff, collaboration participants, and service providers with respect to community diversity through staff recruitment and training
- C to monitor the effectiveness of collaboration activities and service programs with different ethnic/cultural/social groups in the community.

In Section E of the application:

- C Describe the major racial/ethnic/cultural/social groups in the community and which groups are targeted to include in the collaboration and in service provision.
- C Describe the extent to which collaboration participants reflect the ethnic/cultural/social diversity of the target service population
- C Describe plans to ensure participation of

the diverse ethnic/cultural/social groups in the collaboration and selection and implementation of youth services

- C Describe plans to recruit youth and their families in target groups to receive services
- C Describe plans to ensure full and equal participation of non-English speaking or limited-English speaking youth and families, if applicable.
- C Describe the existing diversity of project staff and of service providers and their proficiency in the languages and cultures of the target population.
- C Describe plans to provide training on diversity issues relevant to the ethnic/cultural/social groups in the target community. Describe qualification of the training staff on diversity issues.
- C Describe plans to monitor participation of the various ethnic/cultural/social groups in collaboration activities and services
- C Describe plans to provide feedback to community constituencies on the collaboration and program implementation in a linguistic and culturally appropriate manner.

The following are examples of potential expenses in support of increasing the competence with respect to diversity that may be supported by project funds:

- C Support for participation of ethnic/cultural/social community groups in the collaboration, collaboration activities,

and in service programs

- C Costs of activities to support increasing the competence of project staff and service program staff with respect to community diversity, such as training, consultation or supervision by culturally competent individuals.

F. Project Management (10 Points)

All sites must budget for project management during both year 1 and 2.

The application should describe in Section F::

- C Prior organizational experience managing Federal or non-Federal grants or awards;
- C Staff and other resources dedicated to management activities of the grant
- C Project management experience of the Project Director
 - C if a Project Director has not been selected, application should include a position description for the project director position in Section I
- C Qualifications and relevant experience of the Project Director and of other key personnel with youth/family service programs.
 - C Biographical sketches and curriculum vitae are required.
- C Relevant experiences, capability and commitment of proposed consultants, and

subcontractors

- C Letters of commitment should be included in Appendix 1 and detail the extent of involvement in tasks related to this grant proposal).

LEVEL 2: PROJECT REQUIREMENTS

Level 2 projects are expected to have already established a well-functioning collaboration focusing on youth issues or violence prevention that has been engaged in community activities and support of service programs to prevent youth violence and promote youth development. During the grant period **Level 2** projects are expected to:

- C significantly expand the collaboration to make it more inclusive of organizations and constituencies in the community, such as education, law enforcement, mental health, substance abuse, social services organizations and youth and their families
- C to increase the level of commitment of collaboration participants to collaborative decision making, activities, and resource sharing
- C to increase the number, scope and impact of collaboration activities
- C to develop a comprehensive approach to youth services in the community, involving coordination and expansion of prevention, intervention, treatment and psychosocial services for youth violence, substance abuse, mental health, and other

developmental and behavioral problems

- C to develop an approach for making evaluation part of service delivery
- C to achieve long-term fiscal and institutional sustainability of the collaboration.

The application must be accompanied by a project narrative that describes the accomplishments and capacities of the existing collaboration and plans to significantly expand or improve the functioning of the collaboration in the following areas:

- C community collaboration(**Section A**)
- C selection and implementation of service programs (**Section B**)
- C service program evaluation(**Section C**)
- C sustainability of the collaboration and community-wide approaches to youth violence prevention (**Section D**)
- C increasing competence with respect to community diversity (**Section E**)
- C project management (**Section F**)

The application will be evaluated by an expert review committee according to the evaluation criteria specified in each section of the project requirements. The project narrative should follow the same sequence of topics as in this project requirements section.

A. Community Collaboration (20 Points)

Level 2 applications are expected to have in

place a well-functioning collaboration that has already engaged in successful collaborative activities and will be evaluated on the accomplishments and capacities of the current collaboration and on plans to enhance and expand collaborative functioning.

In Section A of the application describe:

(1) Describe the existing collaboration, including:

- C the collaboration participants, and their commitment to collaborative activity
- C the history of the collaboration
- C its organization and level of administrative support
- C the level of collaboration, resource sharing, and consensus decision making achieved
- C major accomplishments to date in the areas of community education and mobilization, training of service providers, violence prevention activities and implementing youth services
- C involvement of youth and families from the target population in the collaboration, its activities, and in service planning and implementation.

(2) Describe plans to enhance the functioning of the existing collaboration to:

- C include additional significant community organizations and constituencies, such as law enforcement, mental health, schools,

social and youth service organizations and community constituencies not already involved in the collaboration

- C obtain a higher level of commitment and resources from collaboration participants
- C address a greater number of youth problem behaviors and risk/protective factors
- C support a wider array of youth services and to focus collaboration efforts on coordination of services and systems change.

In enhancing an existing collaboration, the following are examples of potential expenses that may be supported by project funds:

- C staff and administrative expenses to support the collaboration organization
- C logistic expenses of collaboration meetings and other forms of contact and collaboration activities
- C hiring of liaison staff for contact with important community constituencies
- C expert consultation on collaboration or developing consensus among collaboration partners
- C expenses associated with recruitment of collaboration participants or to develop community support
- C costs associated with obtaining input from and disseminating information to the community-at-large

- C cost of community-wide activities to increase awareness of the collaboration or to mobilize community support
- C dissemination of newsletters or other communication to build community support

B. Selection and Implementation of Service Programs (20 Points)

The existing collaboration or its participant organizations are expected to have experience and the capacity to:

- C collect and/or access information on community characteristics, on youth problems and risk in the community, and on community services
- C use this information for identifying youth service needs and identifying potential programs to address youth service needs
- C evaluate evidence of likely effectiveness of proposed service programs for youth and outcomes of existing service programs

In Section B of the application, describe:

(1) Experience and capacity of the collaboration to:

- C collect or access available information on characteristics of youth in the community, problem behaviors and risk factors of youth, service and other resources in the community, and social environmental characteristics of the community
- C the experience and expertise of collaboration participants in collecting and

using such information in program planning or monitoring.

- C the experience and current capacity of the collaboration or its constituent organizations to evaluate need for and effectiveness of service programs.

(2) Plans to expand the capacity of the collaboration to use community and youth information and to evaluate service programs, including:

- C If adequate data on the community and its youth is not available, specify what types of data need to be collected and what data collection procedures will be used
- C plans to improve use of community, youth risk and problem behavior, and existing service and service needs in service planning and evaluation
- C plans to significantly increase the collaboration's capacity to evaluate the effectiveness of existing youth services and for identifying needed services and selecting appropriate programs that will effectively address needed services.

(3) Support for expanding available youth services in a comprehensive manner, including:

- C plans to develop or support needed direct mental health, substance abuse, early childhood development, school and community safety services within a comprehensive, rather than service-specific, approach to youth violence and

youth development

The following are examples of potential activities to support the expansion of expenses to increase the capacity of the collaboration to use information and to evaluate and implement services that may be supported by project funds:

- C costs of gathering or accessing information on characteristics of the community, community attitudes and perceptions, youth problems and risks, existing youth services or service needs
- C costs of expert consultation and training on assessment of youth, community attitudes and resources.
- C support for expansion of existing service programs or to assist in the selection of youth, family, and community service programs to implement
- C cost associated with assessment of likely effectiveness of proposed programs
- C costs of training and/or expert consultation on identification and review of alternative evidenced-based youth service programs and on procedures to adapt programs to the community.
- C support for coordination of service delivery
- C support for expansion of youth services to additional youth problems or risks, to groups at different risk levels, or to different ethnic/cultural/social youth in the community
- C costs of training of service providers

- C costs of expert consultation on implementing specific programs
- C costs of program materials and assessment instruments
- C direct service costs.
- C support for development of funding resources for a system of youth services in the community.

C. Evaluation of Collaboration and Services (20 Points)

Projects must budget at least 10 percent of the total budget for evaluation activities. The project is required to have an evaluator or an evaluation staff that is qualified by training and experience to conduct an adequate evaluation of the process and outcomes of expanding or enhancing community collaboration and service program implementation.

In Section C the **Level 2** application must present a preliminary plan for how the project plans to evaluate:

- C the process of the collaboration as its functioning is extended and expanded
- C the outcomes of the extended and expanded collaborative activities.

This preliminary plan is subject to change during the course of the project as it is expected that the final evaluation procedures used in the project would be developed by the collaboration with input from collaboration participants and community constituencies.

In addition, the **Level 2** project is expected to use grant funds to significantly expand the evaluation capacity of the collaboration or its participant organization, support the use of evaluation in community service programs, and support the collection and utilization of evaluation data to inform the collaboration and the community concerning effectiveness of services.

In Section C of the application:

(1) Describe the experience and current capacity of the collaboration in evaluating collaboration and service programs, including:

- C the current experiences and capacity of the collaboration, participant organizations, and the service community in conducting program evaluations and using evaluation results
- C the current evaluation capacity of the collaboration or its participant organizations in terms of availability of evaluation professionals, their qualifications and prior experience in conducting evaluations of collaboration or program implementation.
- C the extent to which current collaboration participant organizations conduct process and/or outcome evaluations that are relevant to youth violent prevention activities and services

(2) Describe a plan to evaluate the process and outcomes of collaboration expansion and enhancement during the grant period, including:

- C Identify the types of expanded collaboration activities that are proposed to occur during the grant period
- C Procedures to assess collaboration decision making and the extent of consensus achieved by the collaboration on the types of activities to adopt
- C Procedures to assess the processes that occur in implementing the collaborative activities
- C Indicators and procedures to evaluate the success achieved in implementing collaboration activities

(3) Describe plans to expand the evaluation capacity of the collaboration, including:

- C plans to enhance the capacity and use of evaluation data in monitoring collaboration functioning and in assessing and planning youth services
- C plans to develop the capacity to provide technical assistance to service program for conducting evaluations of program implementation and outcomes
- C plans to expand or improve the capacity of the collaboration to conduct evaluations of service programs supported, endorsed, or implemented with collaboration support
- C plans to improve the summarization and reporting of evaluation information to collaboration participants and the community

The following are examples of potential expenses in support of evaluation and developing evaluation capacity that may be supported by project funds:

- C salaries or contracts to an evaluator(s)
- C expert consultation on evaluation design, instrumentation, data gathering, and analysis
- C costs of evaluation instruments
- C costs of data collection
- C costs of data analysis, report writing, and report dissemination.
- C costs in support of developing the capacity of the collaboration to support evaluation of service programs in the community, such as expert consultation, and technical assistance
- C startup costs to facilitate specific evaluations of service programs; *however, grant funds are not to be primarily used to fund specific evaluations of programs, but rather to support the evaluation of the collaboration and to develop evaluation resources that can be used systematically to evaluate youth violence prevention/youth development services in the community*
- C costs in support of summarizing, reporting and disseminating evaluation data to collaboration participants, the service community, and the community as a whole.

D. Plan for Sustainability (15 Points)

The existing collaboration is expected to already have developed considerable human resources, funding, and other support for at least the collaboration organization and its activities such that the collaboration itself has achieved a significant degree of sustainability.

Level 2 projects are expected to focus systematically and extensively on sustainability, not only for the collaboration itself but for community-wide approaches to youth violence prevention and youth development.

In Section D of the application:

(1) Describe the existing resources and accomplishments of the collaboration with respect to sustainability, including

- C document or describe the existing resources available to sustain the collaboration and its activities and describe plans to expand efforts to recruit sustainability resources:
- C Describe accomplishments of the collaboration in recruiting human resources, funding sources, and other support for the administration of the collaboration, its activities, and support for youth violence prevention service programs.

(2) Describe a plan for developing enhanced sustainability of the collaboration and youth services in the community, including:

- C plans to systematically collect information on available or accessible human, funding, and other resources
- C plans to recruit additional resources to

support sustainability of the collaboration, its activities, and the range of service programs important to youth violence prevention/youth development

The following are examples of potential expenses in support of sustainability that may be supported by project funds:

- C costs of identifying, inventorying, and recruiting human and other supportive resources
- C costs to identify, contact, and interact with potential funding sources
- C costs associated with developing the capacity to write grant applications either through training of existing staff or hiring experienced grant writers
- C support for recruitment of community volunteers
- C administrative expenses associated with institutionalizing service programs in community agencies.

E. Competence with Respect to Community Diversity (15 Points)

Level 2 collaborations are expected to:

- C have representation by major ethnic/cultural/social groups in the collaboration
- C have initiated efforts to increase the competence of the collaboration in responding to the ethnic/cultural/social

diversity of the community.

Level 2 projects are expected to increase the competence of the collaboration and the community service providers in addressing community diversity by:

- C increasing awareness of issues of diversity in the community
- C increasing involvement of specific ethnic/cultural/social groups in youth violence prevention activities
- C increasing the competence with respect to diversity of service systems
- C monitoring the accessibility, and competence of services dedicated to or open to the major population groups in the community
- C monitoring the effectiveness of collaboration activities and service programs with respect to the different ethnic/cultural/social groups in the community.

In Section E of the application describe:

(1) Accomplishments and current capacity of the collaboration in diversity competence including:

- C the extent to which collaboration participant organizations and representatives reflect the ethnic/cultural/social diversity of the target service population.
- C the major methods used to ensure participation of the diverse ethnic/cultural/social groups in the

collaboration and in selection and implementation of youth services

- C describe language translation and community communications practices in the major non-English languages of the community.
- C the existing staff diversity or hiring plans among service organizations in the community that are participating in the collaboration
- C the extent to which service providers are proficient in the languages and cultures of the target population?
- C training in diversity that the collaboration has sponsored or in which participant organizations have participated.
- C efforts that have been made to assess acceptance of and participation in collaboration activities and services in diverse community subpopulations.

(2) Plans to significantly expand the collaboration competence with respect to diversity, including:

- C plans to significantly increase the inclusion and participation of diverse ethnic/cultural/social groups in the collaboration
- C plans to significantly increase the competence, with respect to community diversity, of collaboration activities and of youth violence prevention/youth development service programs.

- C plans to recruit or train representatives of minority communities to assume leadership roles in the collaboration and in collaboration activities and to provide leadership for youth violence prevention/youth development within their communities.

The following are examples of potential expenses in support of increasing the competence with respect to diversity that may be supported by project funds:

- C support for increasing participation of diverse ethnic/cultural/social community groups
- C costs of language translation and use of interpreters
- C hiring of community liaison staff
- C costs of monitoring effectiveness of activities and services with different ethnic/cultural/social groups in the community.
- C support for increasing the competence of project staff and service program staff with respect to community diversity, such as training or supervision by culturally competent individuals.

F. Project Management (10 Points)

All sites must budget for project management during both year 1 and 2.

In Section F of the application describe:

- C Prior organizational experience managing

Federal or non-Federal grants or awards;

- C Organization staff and other resources dedicated to management activities of the grant
- C Project management experience of the Project Director
 - C if a Project Director has not been selected, the application should include in Section I a position description for the project director position
- C Description of the qualifications and relevant experience of the Project Director and of other key personnel with youth/family service programs and with delivering services to the community's targeted ethnic/racial/age groups.
- C Biographical sketches and curriculum vitae are required and should be included in Section I.
- C A description of the relevant experiences, capability and commitment of proposed consultants, and subcontractors
 - C Letters of commitment should be included in Appendix and detail the extent of involvement in tasks related to this grant proposal.

Confidentiality and SAMHSA Participant Protection (SPP)

You must address 7 areas regarding

confidentiality and SAMHSA participant protection in your supporting documentation. However, no points will be assigned to this section.

This information will:

- / Reveal if the protection of participants is adequate or if more protection is needed.
- / Be considered when making funding decisions.

Some projects may expose people to risks in many different ways. In Section I of your application, you will need to:

- C Report any possible risks for people in your project.
- C State how you plan to protect them from those risks.
- C Discuss how each type of risk will be dealt with, or why it does not apply to the project.

The following 7 issues must be discussed:

Ø Protect Clients and Staff from Potential Risks:

- C Identify and describe any foreseeable physical, medical, psychological, social, legal, or other risks or adverse effects.
- C Discuss risks which are due either to participation in the project itself, or to the evaluation activities.
- C Describe the procedures that will be followed to minimize or protect participants against potential health or confidentiality risks. Make sure to list potential risks in

addition to any confidentiality issues.

- C Give plans to provide help if there are adverse effects to participants, if needed in the project.
- C Where appropriate, describe alternative treatments and procedures that might be beneficial to the subjects.
- C Offer reasons if you do not decide to use other beneficial treatments.

U Fair Selection of Participants:

- C Describe the target population(s) for the proposed project. Include age, gender, racial/ethnic background. Address other important factors such as homeless youth, foster children, children of substance abusers, pregnant women, or other special population groups.
- C Explain the reasons for using special types of participants, such as pregnant women, children, institutionalized or mentally disabled persons, prisoners, or others who are likely to be vulnerable to HIV/AIDS.
- C Explain the reasons for including or excluding participants.
- C Explain how you will recruit and select participants. Identify who will select participants.

U Absence of Coercion:

- C Explain if participation in the project is voluntary or required. Identify possible reasons why it is required. For example,

court orders requiring people to participate in a program.

- C If you plan to pay participants, state how participants will be awarded money or gifts.
- C State how volunteer participants will be told that they may receive services and incentives even if they do not complete the study.

U Data Collection:

- C Identify from whom you will collect data. For example, participants themselves, family members, teachers, others. Explain how you will collect data and list the site. For example, will you use school records, interviews, psychological assessments, observation, questionnaires, or other sources?
- C Identify what type of specimens (e.g., urine, blood) will be used, if any. State if the material will be used just for evaluation and research or if other use will be made. Also, if needed, describe how the material will be monitored to ensure the safety of participants.
- C Provide in Appendix No. 3, "Data Collection Instruments/Interview Protocols," copies of all available data collection instruments and interview protocols that you plan to use.

U Privacy and Confidentiality:

- C List how you will ensure privacy and confidentiality. Include who will collect data and how it will be collected.

- C Describe:
 - How you will use data collection instruments.
 - Where data will be stored.
 - Who will or will not have access to information.
 - How the identity of participants will be kept private. For example, through the use of a coding system on data records, limiting access to records, or storing identifiers separately from data.

NOTE: If applicable, grantees must agree to maintain the confidentiality of alcohol and drug abuse client records according to the provisions of Title 42 of the Code of Federal Regulations, Part II.

Y Adequate Consent Procedures:

- C List what information will be given to people who participate in the project. Include the type and purpose of their participation. Include how the data will be used and how you will keep the data private.
- C State:
 - If their participation is voluntary.
 - Their right to leave the project at any time without problems.
 - Risks from the project.
 - Plans to protect clients from these risks.
- C Explain how you will get consent for youth, the elderly, people with limited reading skills, and people who do not use English as their first language.

Note: If the project poses potential physical, medical, psychological, legal,

social, or other risks, you should get written informed consent.

- C Indicate if you will get informed consent from participants or from their parents or legal guardians. Describe how the consent will be documented. For example: Will you read the consent forms? Will you ask prospective participants questions to be sure they understand the forms? Will you give them copies of what they sign?
- C Include sample consent forms in your Appendix 4, titled "Sample Consent Forms." If needed, give English translations.

Note: Never imply that the participant waives or appears to waive any legal rights, may not end involvement with the project, or releases your project or its agents from liability for negligence.

- C Describe if separate consents will be obtained for different stages or parts of the project. For example, will they be needed for both the treatment intervention and for the collection of data. Will individuals who do not consent to having individually identifiable data collected for evaluation purposes be allowed to participate in the project?

P Risk/Benefit Discussion:

- C Discuss why the risks are reasonable compared to expected benefits and importance of the knowledge from the project.

APPENDIX A

DESCRIPTION OF THE RATIONALE, GOALS AND DESIGN OF THE YOUTH VIOLENCE PREVENTION COOPERATIVE AGREEMENT GRANT PROGRAM

A set of supportive documents is available for this GFA. These documents are either available either in the application packet from the Knowledge Exchange Network or downloadable from the SAMHSA website at www.samhsa.gov/grants/ and clicking on the link to Currently Available Grant Opportunities, FY 2001 and include (1) a list of references and resources on youth violence prevention/youth development programs , collaboration, service program implementation, and evaluation, (2) a background paper on the CMHS youth violence prevention initiative, (3) a matrix describing types of youth violence prevention/youth enhancement programs that have been evaluated, and (4) a publication on cultural competence standards .

Background and Rationale for the Design of the Youth Violence Prevention Cooperative Agreement Grant Program

Rationale. The need for an initiative to provide communities with opportunities to implement programs to effectively reduce youth violence, substance abuse, and other risky and negative behaviors, to prevent suicide, and to promote positive youth development is driven by the prevalence of such problem behaviors among youth and the resulting negative, and sometimes devastating, effects on youths, their families, and communities, especially of the more severe forms of such problem behaviors. Multiple victim school shootings drew national attention to the problem of youth violence and Federal, state, and local efforts to reduce the risk for youth violent acts.

Youth violence can take many forms, including *peer aggression*, such as fighting and more serious forms of peer violence, gang violence, and bullying, harassment and other forms of aggression in schools (often against younger and/or vulnerable youth, such as physically handicapped, developmentally delayed, or gay and lesbian youth), *violence against family members*, such as parents or siblings, *dating violence*, and the self-directed violence of *suicide and suicide attempts*. Violent crimes committed by adolescents have increased. The homicide rate has increased such that homicide and suicide are now among the leading causes of death among children and adolescents – with racial/ethnic minority youth at markedly increased risk for violent deaths. Youth’s perception of their lack of safety in schools and the community has increased as well. A significant percentage of students report fear that they would be attacked or harmed at school or report gangs are present in their schools. Violence and the fear of violence in schools and communities interfere with normal

learning and arrest or delay the successful completion of normal developmental tasks of vulnerable children and youth.

Violent victimization, serious substance abuse, and completed or attempted suicide can have serious, even lethal, and long-term detrimental effects of youth development and mental and physical well-being. For summaries of available documentation and statistics on youth violence, suicide and substance abuse consult the following resources: Juvenile Offenders and Victims: 1999 National Report and Annual Reports on School Safety (available at <http://ojjdp.ncjrs.org/pubs/violvictsum.htm>), the Surgeon's General's Report on Youth Violence (available at www.surgeongeneral.gov/library/youthviolence), the Surgeon General's National Youth Suicide Prevention Strategy (available at www.surgeongeneral.gov/library/calltoaction/strategyintro.htm), Summary of findings from the 1998 National Household Survey on Drug Abuse (available at www.samhsa.gov/centers/csat/csat.html) and Youth Risk Behavior Surveillance-United States (available at www.cdc.gov/nccdphp/dash/yrbs/index.htm).

Knowledge Base on Youth Violence. There exists a considerable scientific knowledge base regarding risk and protective factors for youth violence, suicide, and other problem behaviors and the fostering of resilience and the prevention of violence. This body of research has important implication for the design of preventive intervention approaches for reducing risks for problem behaviors among youth. Practitioners and researchers in the field of prevention have begun to use this knowledge base to design intervention approaches and programs that decrease risk factors for violence, antisocial behaviors and other adolescent problem behaviors and/or increase protective processes. Research findings that have implications for the development and implementation of violence prevention approaches and programs include the following:

- Preventive interventions should be guided by knowledge of how multiple risk and protective factors interrelate and are causally linked to future violence and how and when they should be addressed through intervention. Violent behavior results from an individual's personal characteristics, dispositions and past history interacting with characteristics of the social environment. Risk factors include **individual factors**, such as a history of aggressive, antisocial, and impulsive behavior and mental health problems, **interpersonal factors**, such as peer support for antisocial behavior, **family factors**, such as lack of parental supervision, family violence, and family support of antisocial attitudes and behavior, **school factors**, such as poor achievement and low commitment to school, and **neighborhood and community factors**, such as poverty and prevalence of criminal behaviors. Risk factors for suicidal behaviors (thoughts, threats, attempts) include depression and other mood disorders, impulsivity, drug and alcohol use, and family problems. Protective factors that decrease the likelihood of engaging in violence and other problem behaviors include individual factors, such as positive coping with peer pressure and prosocial attitudes, interpersonal factors, such as positive attachment to pro-social peers and adults, and social factors, such as family, school and community attitudes supporting positive pro-social behaviors and being intolerant of violence and antisocial behavior. One of the strongest finding in risk factor research is

that the risk for problem behaviors tends to escalate with the number of risk factors evidenced by youth and, similarly, risk decreases significantly with the number of protective factors. Moreover, high-risk youth can be identified either by the severity of potent risk factors and/or the number of risk factors they exhibit.

- Although effective interventions have been developed that target many risk and/or protective factors, most interventions have relatively modest effects, demonstrate a significant effect with only some intervention recipients, and often do not have long-term effects or carryover to later developmental stages. These results imply that no one intervention program is likely to have a dramatic effect in reducing youth problem behavior. In order to significantly reduce youth violence and other problem behaviors a variety of effective interventions need to be developed and made available to target multiple risk and protective factors (e.g., youth attitudes and social behavior, parental monitoring, and family communication and interaction) in multiple settings (e.g., home, school, and community) at various ages (e.g., from early home visitation programs for infants to afterschool recreational programs for adolescents) at various levels of individual and psychosocial risk (e.g., from school-based universal substance abuse prevention programs to diversion programs for arrested delinquents).
 - The type and potency of risk factors varies with age. For example, early familial child abuse is a potent risk factor for early aggressive behavior, association with antisocial peers is a potent risk factor in mid-adolescence, and lack of economic opportunity and job skills is a strong risk factor in late adolescence. Moreover, involvement in violent and antisocial behavior follows a developmental pattern in which early family conflict and neglect lead to early child aggressive and oppositional behavior followed by school and peer difficulties followed by early adolescent antisocial and substance abusing behavior followed by association with antisocial peers and an escalation in antisocial and aggressive behavior in adolescence and early adulthood. Early age of onset is a particularly potent risk factor for later serious and chronic problem behaviors. Violent behaviors often progress in seriousness, as offenders tend to add more serious offenses to their behavioral repertoire over time. Therefore, early interventions that disrupt or delay the development of serious aggressive and antisocial behavior may be a particularly valuable long-term intervention approach. Possibly because of the greater malleability of behavior at early ages before problem behaviors have been deeply ingrained, some of the strongest intervention effects have been shown by early preventive intervention programs. Preventive interventions across the entire age range, including prior to the emergence of aggressive and antisocial behaviors, are supported under this program as a viable and important approach to ultimately reducing youth violence.
- C Problem behaviors, such as violence and substance abuse, often co-occur as do risk factors, such as neighborhood poverty and peer support for antisocial behavior. Similar risk factors tend to be associated with different forms of problem behaviors. Therefore, interventions that

effectively reduce risk for one type of problem behavior may also reduce other types of problems behaviors. Often, effective interventions for problem behavior reinforce individual psychosocial competence and prosocial behaviors that compete with the problem behaviors.

- C Prevalence and severity of youth problem behaviors and risk and protective factors vary across social-environmental contexts. For example, alcohol, drug abuse, and school bullying and harassment might be characteristic of a higher income community and associated with peer attitudes and adolescent risk taking behavior; whereas, gang violence and dropping out of school might be characteristic of a socially and economically disadvantaged community and associated with inadequate schools, low student commitment to school achievement, and student truancy, suspension, and expulsions. Priority funding consideration will be given in this program to applications that can demonstrate high prevalence and/or seriousness of youth problems, risk factors, and service need.
- C Socio-environmental risk factors, such as poverty, lack of economic opportunity, and prevalence of crime and social disorganization, are particularly characteristic of some communities with large ethnic minority populations. Thus, some ethnic minority youth experience high rates of problem behaviors and risk factors. African American youth are arrested for juvenile offenses at twice the rate of their percentage in the youth population and at three times their rate for violent offenses, and they are incarcerated at three times their population rate. Young African American females are *four times* more likely to die by homicide than are non-African American females, whereas young African American males are *eleven times* more likely to die by homicide than are non-African American males. Significant percentages of Hispanic boys and girls report assaulting another person in the past year and belonging to a gang. Hispanic adolescent girls have much higher rates of depression, substance abuse, suicidal ideation, and suicide attempts than do adolescents in general. Native American youth have equal or significantly higher rates of developmental and mental health problems, suicide, substance abuse, delinquency, and dropping out of school as compared to adolescents as a whole and experience high rates of poverty, lack of economic opportunity, low educational achievement, social isolation in rural reservations or residence in low-income urban areas. Immigrant and refugee ethnic minority youth may also experience stress from war-related trauma, forced evacuations or escapes, acculturation stress, and intergenerational conflict resulting from differing levels of acculturation in the family. Recent refugees/immigrants may experience dramatically high rates of poverty and constantly face language, health/mental health, educational, and political disadvantages, as well as acculturation stress, exploitation and discrimination. Consequently, available data indicates increasing rates of problem behaviors in Asian-American/Pacific Islander youth, such as substance abuse and mental health problems, gang membership, and arrests for violent crimes. On the other hand, major protective factors in many minority groups are the values of communalism, family-centeredness, and group harmony, which deter violent behaviors by increasing the youth's social supports both inside and outside the family. In addition, positive appreciation of bicultural youth of his/her family's cultural

heritage can also serve as a protective factor. Lack of available culturally competent intervention services contribute to a lack of youth services for racial/ethnic minority youth. To effectively provide services to high-risk and underserved ethnic, cultural, and social minority youth and their families, service providers must respectfully engage such youth and families and include them in all aspects of service planning, and provide services that are responsive to their backgrounds and cultural experiences.

- C Some groups of youth share characteristics or life experiences which make them especially vulnerable to hostility and violent victimization due to their differences from the majority of the population. Such groups include youth with physical disabilities or developmental delays, gay, lesbian, and bisexual youth, recent immigrant and refugee youth, and youth in out-of-home residence, such as homeless youth, youth living in shelters, youth in foster care, and youth in residential or detention centers. Such groups may have limited personal and social resources to be assertive and to protect themselves from violence and they may experience significant prejudice, discrimination, harassment, bullying, and other forms of victimization. There may be few dedicated service programs for these groups and a lack of knowledge of or reluctance to engage existing youth services. These high-risk and underserved groups should also be a priority for community approaches to youth violence prevention.

Program Goals and Design

The goals of the Youth Violent Prevention Cooperative Agreement grant program are:

- C To support the development (**Level 1**) or expansion (**Level 2**) of collaboration among community organizations and constituencies to sponsor and/or promote community activities and services that facilitate the development in young people of the personal and interpersonal skills and emotional resilience necessary for healthy development and engagement in pro-social behaviors and to prevent violence, suicide, alcohol and substance abuse, and other youth problems;
- C To support the selection and implementation of collaboration activities and service programs to address youth violence prevention, suicide prevention, and resilience enhancement that are effective in the community;
- C To encourage and support evaluation of the collaboration process and the effectiveness of collaborative activities and of youth service programs that will be useful in improving the collaboration, building community support, and providing effective youth services and that will provide information to the Federal government and other communities about the processes and outcomes of community collaboration and of implementation of effective programs to prevent youth violence and enhance youth resilience;

- C To support efforts of youth violence prevention community collaborations to develop resources to sustain the community collaboration, its activities, and youth service programs in the community; and
- C To support development of increased competence of youth violence prevention collaborations in understanding, engaging, and providing effective services to the diverse racial, ethnic, cultural, and social groups in the target community population so as to more effectively address youth problems and youth development in the community.

Community collaboration

Rationale. Community collaboration is viewed as an effective strategy for health promotion and preventive services in community settings. Community collaborations are cooperative endeavors of major community organizations, service systems, and representatives of stakeholder constituencies to address community problems or promote community development. Collaborations usually have a structure, administrative staff or support, goals, operational procedures, and planned set of activities that are agreed-upon by the collaboration participants. Community collaborations are defined by the participation of community stakeholders. Critical community stakeholders for youth violence prevention collaborations are defined as those individuals, organizations, and constituencies with a significant stake in youth violence prevention and youth development and who have the authority and/or resources to initiate, develop, implement, support and/or evaluate collaborative activities and service programs that address youth violence and youth development. Such stakeholders might include (1) representatives of community constituencies that will receive, provide, or support youth and family services, including youth, families, existing youth service providers in education, mental health, juvenile justice, and family services, faith leaders, cultural brokers, advocates, and community leaders, and (2) key decision makers in the community able to make funding or resource commitment to support implementation and sustainability of collaboration activities and youth services, such as political leaders, agency heads, foundation staff, and business leaders. In particular CMHS requires active inclusion of client constituents (i.e., youth and their families) in all phases of collaboration and service provision that affect them.

Community collaborations have a number of advantages as an approach to community problem solving including (1) ability to facilitate coordination of multiple resources and services, (2) providing a means for the participation and input from the important constituencies in the community with an interest in the community problem; (3) the ability to recruit existing resources and develop new resources to address the community issue, and (4) a higher likelihood of gaining community acceptance of and support for sustaining services targeted to the community issue. The Youth Violence Prevention Cooperative supports development of community collaboration as the strategic approach to youth violence prevention and youth development.

Forms of Collaboration. A single form of collaboration is not feasible nor optimal in every community. Collaborations can vary in size or inclusiveness and in degree of collaboration achieved. Collaborations vary in size from partnerships between service organizations or systems (e.g., a partnership between a school system and mental health agency for suicide prevention activities) to coalitions of the primary service providers and governmental agencies in a community to large, community-wide collaborations involving most of the primary organizational and stakeholder constituencies in the community. A number of factors can determine the size and inclusiveness of collaborations including the history of collaborative activities in the community, external pressure or support for collaborative activity, and willingness of significant organizations and constituencies to engage in collaborative activities. Larger, more inclusive collaborations are preferable, but often it is not feasible to recruit participation of all stakeholders, often because of their unwillingness to commit to collaborative activities. In addition, large collaborations can sometimes become unwieldy. The degree of collaboration achieved can vary from sharing of information to coordination of activities to commitment to shared goals, planning, resources, and decision making. The Youth Violence Prevention Cooperative Agreement program allows a range of size and degree of collaboration in projects.

Youth Violence Prevention Cooperative Agreement grant projects may develop a collaboration for either geographically- or socially-defined communities. Geographic communities are usually based on natural, historic, neighborhood-identity or institutional (e.g., a specific school or school system) boundaries. Socially-defined communities are groups characterized by social identities, such as ethnicity (e.g., Hispanic youth), culture (e.g., Muslim youth), common experience (e.g., incarcerated youth) or other type of social identity (e.g., gay and lesbian youth). Geographically-defined collaborations should, ideally, encourage access to collaborative activities and support services for the entire youth population of the area. There may be a justification for a focus on only subgroups of the youth in the geographical area rather than inclusion of all youth groups in the community in collaboration activities and access to services. For example a collaboration might target a socially-defined population (e.g., Southeast Asian refugee youth) for youth violence prevention/youth development services due to unique risks or problems (e.g., cultural differences, social and geographic segregation, language barriers and participation in ethnic gangs) and inadequate services (high need and lack of culturally competent services).

Collaboration Activities. Collaborations can engage in the following types of activities: (1) collecting data on youth problems and risk factors in the community and on the availability and adequacy of existing community resources and services, (2) educating the community about youth problems, service needs, and strategic approaches to violence prevention and positive youth development, (3) activities to mobilize community attention and support for violence prevention/youth development activities and programs and to provide a voice for consumer constituencies in collaboration and service delivery, (4) achieving consensus among community organizations and constituencies on youth problems that need to be address and approaches to providing service targeting identified youth problems, (5) evaluating the effectiveness of collaborative activities, (6) selecting and implementing effective preventive services in the community, (7) evaluating the effectiveness of implemented youth services, (8) developing resources

for sustaining collaboration and services, and (9) increasing the competence of collaboration participants and service providers in addressing violence prevention and youth development among the diverse youth and families in the community.

Effective Collaboration and Youth Violence Prevention/Youth Development Services

Procedures to Improve Effectiveness of Collaboration. In order to have a significant overall impact on youth problems and youth development in the community, collaborations must engage in a set of planned activities to build the collaboration, to engage the community in violence prevention/youth development and to develop needed youth and family services. To conduct these activities effectively the collaboration should develop a set of procedures to (1) collect information that would be useful in planning collaboration activities and in addressing youth service needs, (2) monitor collaboration development and the impact of collaboration activities, (3) to develop evaluation criteria and procedures and the capacity and expertise to evaluate the likely success of the proposed service programs, (4) incorporate this evaluation into collaboration decision making, (5) assess results achieved by collaboration activities and service programs, and (6) feed back this assessment into the collaboration decision making process. Supporting the development of procedures and the capacity of collaboratives to improve the effectiveness of collaboration functioning and of service programs is a goal of the Youth Violence Prevention Cooperative Agreement program.

Information Collection Procedures. Information that would be useful to obtain or collect for planning collaboration activities and addressing youth service needs includes (1) demographic and social environmental characteristics of the community, (2) prevalence and distribution of youth problems, risks, and strengths, (3) existing youth services, their availability, and effectiveness, and (4) needed youth services, capacity of the community's service system to implement the services, and their likely effectiveness with the community's youth. Unless the collaboration has the capacity to collect or assemble such information, summarize this information in an understandable form (e.g., through reports, presentations, workgroup reports, data bank), and use this information in collaboration decision making, it will largely be making decisions in the dark as to the problems and service needs of community youth and the effectiveness of existing services and of the activities and services implemented by the collaboration

Monitoring Procedures. Monitoring the collaboration process and collaboration activities for success in achieving the goals of the collaborative can improve functioning of the collaboration. Demonstration of collaboration success can reinforce participation in the collaboration and build community support; this is especially true in the initial stages of collaboration development. Monitoring of the collaboration process usually includes assessment of the degree of participation, commitment, and satisfaction of collaboration partners, an objective assessment of barriers to and/or difficulties in collaborating, and the number of activities sponsored by the collaboration, their success in achieving the goals of the collaboration, and their impact on the youth in the community and on the community as a whole.

Activities that community collaborations can engage in and that should be monitored for effectiveness include: (1) activities that enhance collaboration, such as identification and engagement of potential collaboration participants, administration of the collaboration, planning and goal setting activities, and building commitment and consensus among collaboration participants; (2) data collection, assessment, and evaluation activities, such as assessing youth problems and community resources and evaluating effectiveness of implemented programs; (3) communication and dissemination activities, such as a media campaigns, newsletters or other communications with community groups; and (4) activities to recruit or develop resources to improve collaboration, implement services, or sustain activities and service programs. The Youth Violence Prevention Cooperative Agreement program requires evaluation of the collaboration process and collaboration outcomes. This evaluation information, together with other information, can be used as part of the collaboration monitoring process.

Procedures to Evaluate Services. A particularly important activity of youth violence prevention community collaborations in addressing youth problems and risks in the community is to assess the adequacy of available services and then to either support or enhance existing services or develop additional services that will reduce youth problems and risk. Collaboratives can, but need not, directly implement service programs. Collaboratives can endorse or support the expansion of existing services, recruit service providers to implement needed services, implement needed services through participant service providers, or implement service programs directly as a collaboration function. Given a collaboration consensus on the need for a particular kind of youth service, decisions on selection of specific programs to support, expand, or implement that would meet the service need should be based on the best available evidence of the likelihood that such programs will achieve their intended effects in changing targeted youth problems and risks. For example, if there is a collaboration consensus that poor school achievement is a potent risk factor in the community target population, specific programs that are targeted at raising school achievement should be evaluated as to their likely success in raising school achievement among youth in the target population. There exists a considerable number of programs that have been developed targeting youth problems or risk or promoting capacity for healthy youth development that could address the priorities of youth violence prevention collaborations and that have some evidence of effectiveness in changing their intervention targets. Adoption of existing evidenced-based programs would likely be preferable to locally developing new programs that do not have documented effectiveness, except when there are well-developed local programs with demonstrated effectiveness with the specific target population in the community. Collaboratives should develop a set of criteria and procedures to evaluate the adequacy of existing services and the kinds of services that need to be developed to have a significant impact on reducing youth risk or problem behaviors in the community and which are also likely to recruit community and funding support. The Youth Violence Prevention grant program provides support for projects to develop procedures and capacity to evaluate the effectiveness of existing service programs and the likely effectiveness of new programs considered for implementation to meet service needs. These procedures should be used in collaboration decision making about programs to support, expand, or select for implementation.

Considerations in Evaluating Services. Some considerations in evaluating the adequacy and need for services include: (1) Services should target the most prevalent and/or most serious problems or risks among youth for which adequate programs do not already exist in the community. (2) Services selected for implementation in the community should address the priority needs of youth as perceived by the community and for which consensus on the need for services exists or can be achieved. For example, although a lead agency in a collaboration might propose implementing a family services center in the community, there may be more concern in the community about after-school idleness and school failure among community youth and a consensus in the community that after-school recreation/homework programs and stay-in-school programs are a higher service priority for youth in the community than a family services center. (3) Collaborations should reach consensus on the level of risk that would be the main focus of intervention services. Universal preventive interventions that target all or most youth in the community usually require less staff training, are less intense in terms of client time and effort, can reach large numbers of youth in the community, and may be more effective in mobilizing community support for violence prevention than programs targeting high-risk youth. In contrast, interventions for high-risk youth (e.g., youth in the juvenile justice system) usually require higher levels of service provider training and skill, more client time and effort, and reach only a select group of youth in the community, but may have a more dramatic impact on serious youth problems in the community, which are usually characteristic of a small minority of youth in the community. (4) Intervention programs should be selected with regard to the timeline for the likely impact of the intervention on the community. Services that can provide immediate, short term impact will more likely motivate support in the community for collaboration activities. Services that can produce more significant long-term impact might be more successful in recruiting sources of funding to sustain the intervention. (5) Services should be selected for support or implementation that the service system in the community has the capacity to implement or can receive adequate training to implement. Such capacity may derive from existing dedicated service organizations (e.g., there may be community agencies that provide adolescent drug treatment). Alternatively, service providers might be trained to provide needed services, if adequate training is available and potential providers have the qualifications and background to effectively implement the intervention service.

Criteria for Likely Effectiveness of Service Programs. Evaluation of the effectiveness of programs should not be a one-time decision, but rather the result of an ongoing process of evaluating a number of effectiveness factors, including, the demonstrated *potency* of the intervention program in effecting change in the intervention target, the *replicability* of the program, and the *adaptability* of the program to the community target population. In evaluating the effectiveness of service programs, available evidence of the potency of an intervention may be reported in several ways, including (1) the average amount of change in relevant outcomes achieved by the program, especially across implementation at different sites, (2) the percentage of program clients who complete the program and show a significant impact as a result of receiving the intervention program, (3) the impact that change achieved by the program has for youth problem or development (e.g., a psychoeducational program might have large effects in changing youth's attitudes about risks of substance abuse, but such cognitive changes may not significantly counteract peer pressure and, thus, significantly reduce youth substance abuse); and (4)

how long it takes for the intervention to show significant positive outcomes and whether change effected by the program is maintained over time. Confidence in the likely effectiveness of an intervention program depends on the strength of the available evidence of the program's effectiveness. The strongest evidence of likely program effectiveness comes from published evaluation studies that report relevant client outcome measures, particularly those that document superior outcomes for participants in intervention as compared to non-intervention (control or alternative treatment) groups (e.g., that a social cognitive enhancement intervention actually changes social cognitions). The strength of evidence of program effectiveness is also dependent on the number of evaluation studies showing positive outcomes and how well designed the evaluation studies were (e.g., was random assignment to treatment conditions used, was fidelity of treatment implementation assessed). Other evidence of likely effectiveness can include strong empirical evidence that a not-yet-evaluated intervention program targets changeable risk/protective factors or mediating processes that are strongly related to targeted problems using strategies that have been demonstrated likely to alter the risk/protective and/or mediating factors (e.g., a suicide prevention program that targets depressive symptoms in adolescents at high risks for suicide). Other intervention programs may be candidates for implementation if they are model intervention programs designed by program developers with considerable expertise in youth violence prevention/resilience enhancement for which there is consensus among notable experts that the program might work to reduce youth violence and or youth suicide and the programs have been replicated in a number of sites to provide some evidence of effectiveness based on client satisfaction data.

An intervention program is not likely to be effective in addressing youth problems if it is difficult to implement competently by service providers in the community. Service programs are replicable to the extent that the program includes procedures to ensure that the program can be implemented so as to maintain fidelity to the types and sequencing of intervention procedures in the original program design. Fidelity of program implementation is usually necessary to guarantee that an implemented program will achieve the same effects as the original program. Replicability may increased by one or more of the following: (1) a clearly written and tested implementation manual that specifies the intervention goals and procedures, (2) training materials and activities to support program implementation (e.g., training courses or training videotapes), (3) availability of technical assistance on implementation from the program developers or from well-trained, experienced implementers, and/or (4) standardized measures of fidelity.

Evidence for the effectiveness of a service program may be based on evaluation of the program's outcomes on a target population that is significantly different (e.g., in terms of social class, the nature and degree of problem behaviors or risk, ethnicity, or culture or the social environment of the community) than the target population in the community. Confidence in the applicability of a service program to the community's targeted youth population is increased if: (1) the intervention has been shown to be effective in evaluations of the program in communities with different population characteristics or in communities with populations similar to the targeted youth population and/or (2) distinct characteristics of service populations were identified that are likely to affect the administration or

outcome of the intervention and guidance is provided by the program developers on how to modify of the program to accommodate these characteristics. Such characteristics might include age, gender, culture/acculturation, race/ethnicity, social class, and severity of problem behavior or risk. If appropriate, prevention/intervention program should be adapted to the cultural or other characteristics of the target population. Such adaptations need to be implemented with careful consideration of the need to maintain fidelity to the goals and procedure of the original intervention and adaptations carefully document and evaluated. Services should be selected that are within the capacity of the community to provide (e.g., agencies with the training or expertise to deliver different types of interventions) or for which adequate training is available, especially for a relatively large number of service providers. If programs are adopted that require intense, expensive training, especially at the program developer's site or a few associated sites, and a relatively high level of provider skill, there is a risk that the service will be significantly reduced or discontinued, if the trained staff leave.

Having selected service programs to support, expand, or implement, a necessary component of assessing the effectiveness of services is evaluating the actual implementation of the program in one's own community and the outcomes achieved. This assessment is of far greater importance than evidence that the program works in other communities. Evaluation of program implementation and outcomes is required in Youth Violence Prevention Cooperative Agreement projects.

Evaluation of Collaboration and Service Programs

Evaluation Goals. Evaluation in the Youth Violence Prevention Cooperative Agreement program has 3 goals: (1) to monitor progress in developing community collaboration and to provide useful feedback to collaboration participants and community constituencies for improving collaboration efforts, (2) to assess how well service programs are implemented and assess their effectiveness in addressing youth problems in the community and (3) to collect data on the experience of developing community collaborations and implementing youth services programs from all projects in the program so as to inform the Federal government and other communities about effective approaches to and difficulties encountered in developing youth violence prevention collaborations.

The expectation is that the development of an evaluation plan, including collection of evaluation data, summarization or analysis of collected data, and reporting of results, will be a priority task of the collaboration. The evaluation plan and use of evaluation results should be developed by the collaboration participants rather than assigned to evaluation experts. Consensus should be achieved among collaboration participants on the types of evaluation data that will be most useful for collaboration development, planning, decision-making, service program selection and evaluation, and in achieving community and funding support. The Youth Violence Prevention Cooperative Agreement grant program views this evaluation requirement as offering many advantages to youth violence prevention collaborations.

Qualifications of the Evaluator(s). The project should have an experienced evaluator or evaluation team work closely with other project staff, collaboration participants, and representatives of consumer constituencies, especially youth and their families, to develop and conduct the evaluation plan. The evaluator(s) must have advanced training in research or evaluation and must have considerable experience and expertise in evaluating community-based organizations and interventions in prior Federal grants or comparable projects and the project should use this expertise to develop an evaluation plan that meets rigorous standards.

Evaluation Requirements. Four types of evaluations should be conducted in the project and the results of these evaluations provided to the collaboration: (1) a description and documentation of the events, processes, achievements and difficulties that occur during the collaboration/consensus development process; (2) the outcomes achieved by collaboration activities; (3) a description of the events, processes, success and difficulties that occur in implementing youth service programs; and (4) the outcomes achieved by the implemented service programs. A plan for each type of evaluation involves identification of aspects of these process or outcomes that are most important to assess, development or agreement on indicators to use for assessment, identification or development of data collection methods, collection of the data, analysis of the collected data and reporting of results. Objective, standardized evaluation instruments and procedures, if available, are preferred as indicators. Both quantitative and qualitative data can be collected, where appropriate. Usually multiple indicators (e.g., collected from multiple informants) are usually preferred. To the extent that is feasible, quantitative evaluation measures or procedures should meet standards for reliability (e.g., inter-rater agreement of coding or ratings, test-retest stability), reliability across populations (e.g., adequate reliability with different age, gender, ethnic, cultural, and educational groups), validity (e.g., valid measurement of the key aspects of process or outcome), congruence between indicators of a measured construct (e.g., the same or a similar checklist given to different informants) and validity across populations (e.g., adequate validity in different age, gender, ethnic, cultural, and educational groups). Procedures that collect and analyze qualitative data should be well enough described that results could be reproduced by other evaluators. Particular attention should be paid that evaluation measurement is appropriate to the age, gender, ethnic, cultural, and social characteristics of individuals in the target population and such measures are acceptable to them.. Evaluation experts and knowledgeable informants from the targeted communities, especially youth or family members who are to be assessed, should be engaged in developing or adapting measures.

Evaluation of the Collaboration Process. Evaluation of the process of collaboration/consensus development should include, at a minimum, description and documentation and/or measurement of the events, processes, achievements and difficulties encountered in: (1) identifying critical stakeholders (e.g., description of the use of existing collaborations, use of key informants, use of organizational registers) to participate in the collaboration, (2) engaging and maintaining the commitment of these critical stakeholders to the collaboration process, (e.g., such processes as providing frequent and timely feedback to decision makers and other constituents of milestones achieved, use of expert facilitators, solicitation of Memos of Understanding and formal Letters of Agreement as well as difficulties

encountered in achieving engagement or commitment), (3) administering the collaboration (e.g., description of the collaboration leadership and organizational structure, such as a lead agency, consensus development team, steering committee, topic-specific workgroups); and (4) making and implementing key decisions (e.g., such processes as delegation or contracting of specific decisions, description of strategies used to resolve stalemates). Assessment instruments or methods used to describe and document the processes of collaboration and consensus decision-making can include checklists, analysis of meeting process notes, analysis of administrative documents, or interviews of key informants with structured or semi-structured interviews. Results of an evaluation of organizational development and group processes are typically presented as a qualitative analysis of the historical course of the collaboration, focusing on stages of, key events, achievements and problems that arise in the development of the collaboration. An evaluation of the collaboration process should also document changes in the structure or functions of the collaboration over time (e.g., new demands on the collaboration, changes in key personnel or in key stakeholders) and of the impact of external social-environmental factors on the collaboration (e.g., legislative and funding changes, community crises).

Evaluation of the Outcomes of Collaboration. Evaluation of the outcomes of the collaboration process and the activities initiated by the collaboration can include success in recruiting identified critical stakeholders to participate in the collaboration, in developing an organizational structure and decision making procedures that allow planning, initiation, and completion of collaboration activities, in achieving consensus on important decisions made by the collaboration, in sponsoring or conducting activities and the impact of such activities on community recognition, support, and mobilization to address youth problems and risks and in achieving stakeholder, collaboration staff, consumer and community satisfaction with collaboration development and activities. Assessment procedures for outcomes of the collaboration and consensus development processes can include rating scales, questionnaires, official records, community surveys, or structured or semi-structured interviews with key decision makers, participants, or constituents. (e.g., indicators might include attendance at meetings, evidence of trust or cooperation among participants, agreement on mission or goals, satisfaction of participants with the collaboration).

Evaluation of Program Implementation. Evaluation of the process of service program implementation should include an assessment of how and the extent to which service programs are implemented congruent with the goals, structure, and procedures of the program as designed by the program developers (fidelity of program implementation); the procedures used to recruit and engage the target population in the program and to ensure completion of all components of the intervention, and the procedures used to ensure that the program implementer administers the intervention procedures in a manner likely to lead to successful client outcomes (implementer competence), and the extent to which consumers successfully complete the intervention components of the program (dosage). Assessments of the process of program implementation can include checklists of whether program goals and content (e.g., as specified in a program implementation manual) were followed during intervention sessions; completion by clients of assessment activities included in the intervention program that are indicative of completion of intervention procedures (e.g., activities applying procedures learned

in program modules in real world settings); records of the number of sessions attended and continuity of attendance; records of the completion of assignments (e.g., homework assignments) during course of intervention; ratings of engagement of the client in the intervention process during sessions either by the program implementer or by outside raters from transcripts or tapes of sessions; interviews with clients regarding engagement in the intervention, satisfaction with the intervention procedures, and perceived benefits of the intervention; evidence of client meeting sequential goals specified in the program (e.g., in a sequence of goal oriented modules described in the program implementation manual); client rating of satisfaction with the program and the intervenor; and ratings of characteristics of intervenor behavior during sessions (e.g., listening to client's comments, timing of intervention procedures, empathy and warmth) either by the intervenor following sessions or by outside raters using transcripts or tapes

Evaluation of Program Outcomes. Several different types of program outcome data could be collected. The most important outcome data would be measures that directly assess reductions in problem behaviors or increases in positive behaviors that are the ultimate targets of intervention programs (e.g., reductions in the frequency or severity of youth antisocial acts or improvements in school achievement). Some problem behaviors that might be the ultimate target of a prevention program occur with low enough frequency that it is difficult to show evidence of a real change in their rate of occurrence (e.g., suicides) and/or are difficult to measure; thus, other indicators of program success (e.g., reduction in rates of depressive symptoms or in suicidal ideation) can be collected as proxy measures. Another appropriate class of outcome measures are measures of *satisfaction* with the intervention. Such data can be collected from youth, their families, their teachers, and program implementers. It is particularly important that the outcome measures chosen (1) measure outcomes that the intervention is designed to impact; (2) are sensitive enough to measure changes in outcomes produced by the program; and (3) are appropriate for the characteristics of the target population, such as age, gender, ethnic and cultural background, and educational level of the program clients. Obtaining definitive program outcome data within the time frame for the project will be difficult. Applicants are expected to obtain only such outcome data as is feasible within this timeframe. It is hoped that monitoring of outcome data will continue after termination of federal funding in order to evaluate the long-term impact of implemented service programs and that such outcome evaluation would become institutionalized by community organizations as part of the process of implementing services in the community. Measures of program outcomes can include self-report measures; interviews of clients are also commonly used. Checklists and rating scales completed by parents, teachers, peers or clinicians are also used. Behavioral observations in natural or analogue situations are sometimes collected, as are outcomes based on official data (e.g., crime rates, suicide rates, or school suspensions). In general, multiple measures (e.g., self-report inventories, observational measures, structured interviews) from multiple informants (e.g., from youth, their parents, peers, teachers, and intervenors) are preferred to single source-single measure assessment, if feasible.

Sustainability

Resources for Sustainability. Youth Violence Prevention Cooperative Agreement grant support is limited to 2 years, but efforts to significantly impact youth problems and promote positive youth development require a long-term commitment to coordinated community action. Hopefully, this effort will be spearheaded over the long term by the youth violence prevention collaboration supported by this grant program, but to accomplish this requires developing the resources to sustain the collaboration, its activities, and youth service programs.

There are several kinds of resources that need to be developed to ensure sustainability of the collaboration and its activities, including human resources, funding sources, and other supportive resources. Human resources that can play a significant role in developing sustainability include (1) the time and energy collaboration participants dedicate to collaboration functions and activities, (2) formal and informal cooperation established in the community resulting from collaborative activity (e.g., cooperation between school systems and mental health agencies), (3) community-wide recognition of youth problems and support for services to address youth, (4) volunteer time donated by individuals who live in the community to work on collaboration activities, (5) intervention skills acquired by service providers as a result of collaboration supported programs, and (6) grant-writing capacity and other fund raising skills develop as a result of the project. Funding sources that can be accessed include (1) community fund raising, (2) local, State and Federal grant and contract support, (3) reimbursement from service system dollars, and (4) foundation and business support. Other supportive resources include (1) administrative staff time, equipment, computer and other administrative services, and other material resource contributions donated by collaboration participants and/or community or outside sources, (2) legal and/or policy changes that facilitate or support community collaboration and/or youth services in the community, and (3) institutionalization of intervention programs into provider systems or other service system changes that support long-term service provision to youth in the community.

Sustainability is more likely to be achieved, if it is recognized as an ongoing critical priority of the collaboration and if resources are dedicated to efforts to achieve sustainability. The Youth Violence Prevention Cooperative Agreement Program offers the advantage that budgetary resources can be dedicated to sustainability activities. Projects should engage in a specific plan of activities to recruit resources to sustain the collaboration and its associated activities and services and dedicate collaboration resources (budget and staff) to sustainability efforts. Human and support resources developed or potentially developable as a result of the project should be inventoried and explicitly targeted for expansion or development as part of a project plan to sustain the collaboration, its activities, and services on a long-term basis.

Competence with Respect to Community Diversity

Diversity. Competent collaboration and service delivery must be sensitive and responsive to characteristics of youth and families in the target community that impact community participation in collaborative activities and effectiveness of service delivery. Such characteristics include, especially, racial/ethnic and cultural identity, but also gender, age, social identities, such as sexual orientation, gang

membership, and acculturation status of immigrant populations, and characteristics related to geographic and economic environments, such as poverty, lack of economic opportunity, low literacy and educational achievement, rural or other social isolation. Types and levels of risk factors and behavior problems can vary across racial, ethnic, cultural, and social groups of youth in the community. Even within minority populations, there are notable linguistic, cultural and economic diversity. Ethnic, racial, and cultural groups share many common characteristics that distinguish them from the majority social groups, but also evidence considerable heterogeneity. For example, there are over 500 Federally recognized American Indian tribes. Subgroup differences also intersect with other differences which exert a significant impact on the results of interventions, such as age and life experiences. Thus, adolescents across racial and ethnic group may share a perspective, have values and behavioral patterns that are more similar than they are with adults in their own racial/ethnic group. Similarly, minority youth in gangs may be very different in their attitudes and behaviors than youth from the same minority group who do not belong to gangs. Youth violence collaboratives should promote efforts of collaborations and youth service programs to be more adaptive to characteristics of the community's youth and families as part of efforts to address youth problems and youth development in the community.

Some minority groups in the community might not have access to adequate culturally competent intervention services. Factors that might contribute to this relative neglect include the relatively large number and diversity of racial, ethnic, and cultural groups in the country and the relatively low population percentage of many of these groups, high rates of residence of minority groups in rural or low-income urban areas with few services, significant linguistic and cultural differences from the majority population and lack of familiarity and under-utilization of health, mental health, and social services. Because of the significant linguistic and cultural differences between these populations and the majority culture, cultural issues must be addressed in adapting existing youth service programs for these underserved at-risk populations. In addition, demographic and social environmental aspects of the community can impact how youth service programs are implemented and their results, such as extent to which subpopulations (e.g., ethnic or cultural subgroups) are affected by different types of youth problem behaviors and, hence, need different types of services, the structure of influence in such communities, such as provided by leaders (e.g., elders, priests or ministers) or organizations (e.g., churches, clubs), and the availability of services and resources that are dedicated to the general population of youth and to the major subpopulations in the community and, thus, requiring language and cultural competence on the part of service providers.

Competence with Respect to Diversity. To be competent, the collaboration process, service programs selected for implementation, and the implementation process *must* attempt to take account of the values, norms, and life circumstances of the racial/ethnic, cultural, age, gender, and social groups that are being targeted for intervention. Projects that target specific ethnic/cultural groups or in communities with substantial ethnic/cultural diversity must account for both common cultural and subcultural diversity in all phases of the project plan. Projects in communities with less ethnic/cultural diversity must nevertheless ensure that major ethnic/cultural groups in the community, especially

underserved groups, have access to the proposed services and that such services are delivered in a culturally competent manner. Such an approach requires that adequate consideration be given to the following issues:

1. Project staff and collaborations must have sensitivity to and develop understanding of the ethnic, cultural, linguistic and social demographics of youth in the community and develop an awareness of the perspective on youth problems, positive youth development, and appropriate interventions by different community groups.
2. Participation of representatives of the major cultural and ethnic groups in the community in all phases of the collaboration and implementation process should be encouraged and facilitated. CMHS believes that consumer constituencies, such as children, youth, and families, must be appropriately involved in the conceptualization, planning, pilot implementation and evaluation of SAMHSA projects. Outreach efforts should be made to obtain youth, family members, and community leaders representation on all standing committees, steering committees, and advisory boards of the project. The collaborative should develop mechanisms to receive input and to provide feedback to community stakeholders and constituencies on the process and outcomes of the collaborative and implementation processes in a linguistic and culturally appropriate manner.
3. The collaboration and service programs should accommodate to linguistic, cultural, and social differences in the population. Provisions should be made for full and equal participation for non-English speaking or limited-English speaking youth and families in both collaboration and receipt of services through language translation and interpreters. Project and service provider staffing should reflect racial, ethnic, and cultural diversity in the community and provide the project with the competence to implement the intervention with the major cultural groups in the target population. The key collaborating organizations' written policies, plans, practices, and training should reflect recognition of the diverse cultural values in the community.
Selection, implementation, and modification of service programs should take account of the acceptability of modes of intervention in major cultural groups in the community. Desirable service program outcomes should be solicited from the major cultural and social groups receiving the programs, obtained outcomes should be acceptable to community groups, and should be sensitive to stigmatization concerns (e.g., perceptions that some minority groups are highly antisocial). Information provided to or obtained from youth and families, including consent forms, surveys, outcome measures and satisfaction surveys, should be available in languages and at reading levels understood by major cultural groups in the community.
4. Project staff and collaboration participants should monitor success and difficulties in developing greater community competence including participation in collaboration and service planning and implementation by representatives of major racial, ethnic, cultural and social groups in the community, especially from subgroups receiving services; success of collaboration activities in engaging different subgroups in the community; recruitment, attendance, and dropout rates of different subgroups targeted

for services; effectiveness of service programs across different major community subgroups; and linguistic and cultural appropriateness of information on collaboration, implementation, and program outcomes conveyed to major subgroups in the community.

Additional Explanatory Material for Writing a Youth Violence Prevention Grant Application

Applicants should respond the project requirements specified in the GFA. Below are additional brief explanatory material relevant to some of the requirements of the GFA and some *examples* of particular activities that might be incorporated into a youth violence prevention project. The descriptions below do **not** represent requirements of the GFA, but provide material that may be helpful in responding to some of the requirements of the GFA. The application will be evaluated by a review committee **solely** on the basis of the requirements as stated in the GFA, not in this Appendix. The explanatory material in this Appendix is solely provided as possible examples of approaches that can be taken to the GFA requirements and may be helpful in developing parts of the application. The actual application should propose a response to the requirements of the GFA in keeping with the experience, capacities, and goals of the applicant organization and actual or potential collaboration participants.

LEVEL 1 YOUTH VIOLENCE PREVENTION COOPERATIVE AGREEMENT PROJECT REQUIREMENTS

A. Level 1 Community Collaboration

Level 1 sites are expected to establish an effective community collaboration to address youth violence during the award period. The collaboration should involve the critical community stakeholders; achieve consensus on priority youth problems/risks areas to be addressed immediately; and select and implement an evidence-based youth violence/suicide prevention program.. Applicant organizations are expected to have the necessary credibility and capacity to lead/facilitate a community youth violence prevention collaboration. It is expected that the initial period of the grant, at least the entire Year 1 of the award, will be devoted to the collaboration building process.

In section A of the application, Level 1 applicants should discuss:

Readiness of the community to engage in a youth violence prevention collaboration, including:

- C Indications that the community is aware of and concerned about youth problems and development
- C Prior and existing community efforts to address youth issues and current or prior collaborations in the community focusing on youth

- C Indications that there exists a likely community consensus that service programs targeted to risk/protective factors are needed and can be implemented in the community
- C Contextual issues in the community relevant to developing a youth violence prevention collaboration (e.g., characteristics of the existing service delivery system and level of cooperation in the system, funding sources and limitations, and local governmental support and legislative mandates).

Capacity for collaborative leadership:

- C Identify individual(s) or organization with the leadership capacity to effectively organize and/or provide leadership for a youth violence prevention collaboration should be identified. Their qualification to assume this role should be explained in terms of prior leadership and collaboration experience, their familiarity with the community and its subpopulations, experience with youth and families in the community and with efforts to address youth problems and development, and connection to key community leaders and service providers.

Stakeholder involvement in the collaboration:

- C Identify the critical stakeholders in the community concerned with youth issues and discuss indicators of their willingness to participate in collaboration to address youth violence/youth development.
- C Outline expectations of the roles (e.g., leadership, representation for key constituencies, evaluation or service expertise, ability to mobilize constituencies or community support) and resources (e.g., administrative support, funding, direct services, evaluation expertise) that participating stakeholders will provide should be outlined.
- C Describe strategies to recruit and engage additional critical stakeholders whose participation is likely to effect the success of the collaboration should be described.
- C Describe how individuals from the target ethnic/cultural/social minority group are or will be involved in the development of the collaboration and its activities
- C Provide documentation of willingness to participate in collaboration (e.g., letters of support, Memoranda of Understanding) in Appendix 1.

A preliminary plan of organization of the youth violence prevention collaboration. It is recognized that the structure and functioning of the collaboration is likely to change over time dependent on the experiences of the collaborative and there is no requirement that the project must adhere to the preliminary plan for the organization and functioning of the collaboration throughout the project period.

- C Describe preliminary plans to initiate the collaboration process (e.g., initial contacts, organizational meetings, process or procedures to facilitate engagement of potential stakeholders, description of existing collaboration or coalitions to build upon)
- C Describe a proposed administrative structure and operational procedures of the collaboration. These administrative characteristics should be based on prior experience with collaboration structures in the community, on consideration of unique characteristics of the applicant's community, on familiarity with other collaborative either in the same community or in other communities, or on research evidence of what works in similar communities.
- C Describe strategies for achieving consensus among stakeholders, including management of the negotiation process and procedures to increase commitment to the collaborative process among stakeholders and of resources that can be recruited to enhance the collaboration (e.g., consultants on collaboration models or facilitators of consensus processes).

The following are examples of potential activities in support of developing collaboration or collaboration activities that may be supported by project funds:

- C Staff and administrative expenses to support the collaboration organization
- C Logistic expenses of collaboration meetings and other forms of contact and collaboration activities
- C Expert consultation on developing collaboration or developing consensus among collaboration partners
- C Visits to or consultation with collaboratives in other communities
- C Activities to recruit collaboration participants or to develop community support (e.g., to support attendance at meetings)
- C Obtaining input from and disseminating information to the community-at-large in support of collaboration and consensus building; facilitating the negotiation of agreements between or among agencies and/or service providers; and community activities to increase awareness of the collaboration or to mobilize community support for the collaborative's initiatives (e.g., media campaigns, special family and youth events).

B. Level 1 Selection and Implementation of Service Programs

Section B of the application should discuss:

Information on youth problems and service needs in the community

- C Describe available information sources on characteristics of youth in the community, problem behaviors and risk factors of youth, service and other resources in the community, and other social environmental characteristics of the community, such as community surveys or directories, summary reports of issues raised in community or focus groups, data collected for task force and other reports, official records of schools, the juvenile justice system, or other service systems, and agency data on service provision, on staff qualifications and on clients serviced. Indicate the accessibility of such data sources.
- C To document existing information availability the application should briefly summarize available information on (1) the prevalence and seriousness of youth problems and risk factors in the community (2) social, demographic, and other relevant characteristics of the population of youth targeted for intervention. and (3) assets and strengths of the community's social environment with respect to the development of children and youth (e.g., existing services and other resources, ongoing or prior collaboratives or coalitions focusing on youth issues) , as well as negative aspects (e.g., existence of ethnic gangs).
- C If adequate data on the community and its youth has not been collected, the application should specify what types of data need to be collected as part of collaboration activity, what data collection procedures will be used to collect such data, and methods to increase the information utilization capacity of the collaboration.. Such plans should be feasible within budgetary constraints of the project.
- C Discuss how the collaboration would use available or collected data to guide collaboration goal setting, planning, activities, and service program implementation.

Identification of a specific service program to implement in Phase 2 of the project: The Youth Violence Prevention Cooperative Agreement program requires that **Level 1** projects implement on a pilot basis a youth service program during the second phase (usually the second year) of the grant. It should be understood that the specific service program proposed in the application is not necessarily the program that will be implemented during the second phase of the grant, as the actual program that is implemented should be arrived at on the basis of consensus through deliberation of the collaboration.

- C Concisely describe the nominated youth violence prevention program and which kinds of youth problems or risk factors are the focus of the program.
- C Describe the rationale for nominating the specific program to implement in terms of such criteria as match to youth problems or risk, need for the program in the community, published evaluations of the likely effectiveness of the program or documentation of successful outcomes in a local implementation of the program, availability of training or consultation on implementing the program

with fidelity, capacity of community service providers to implement the program, and likely acceptability of the intervention by the targeted group, and applicability to the ethnicity/cultural/social characteristics of the targeted group. The type of evidence or documentation that was collected to support the nomination of the proposed program should be presented. Program developers often can provide some of the evidence for the effectiveness of, adaptability of, and success in implementing their programs. However, such materials should be viewed critically as they might be biased toward reporting successful implementation and not reporting program failures. Therefore, other independent sources of information on the evaluation or implementation of the program, such as published research and evaluation reports, should also be sought and cited. The available evidence should be critically appraised and limitations of the existing evidence should be discussed (e.g., limited number of replications, lack of reported implementation with populations similar to the project's target population). See previous discussion in this Appendix for a discussion of evidence criteria for evaluating service programs.

The following are examples of potential activities in support of service program selection and implementation that may be supported by project funds:

- C Gathering or accessing information on socio-demographic characteristics of the community, youth problems or risks, community attitudes and perceptions, and existing service resources or needs, such surveys, community meetings, focus groups, census data, or official and service records.
- C Obtaining expert consultation and training on assessment of youth, community attitudes and resources.
- C Activities to assist in the selection of youth, family, and community service programs to implement, such as collection and evaluation of published studies of the effectiveness of alternative service programs; visits to or consultation with organizations in other communities that are implementing service programs being considered for implementation in the community; training and/or expert consultation on identification and review of alternative evidenced-based youth service programs and on procedures to adapt programs to the community.
- C Support for costs of implementing the service program in the second phase of the project, such as training of service providers; expert consultation on implementing specific programs; costs of program materials and assessment instruments; direct service costs, such as provider time; and expenses associated with outreach to or recruitment of participants, such as travel and other logistical costs necessary to ensure attendance and participation by children, youth and family members.

C. Level 1 Evaluation of Collaboration and Services

Level 1 applications must present a preliminary plan for how the project plans to conduct the four types of evaluations discussed in earlier in this Appendix.

Evaluation of the process of community collaboration

Evaluation of outcomes of the collaboration and collaborative activities

Evaluation of the process of the pilot implementation of a specific intervention program in the second phase of the project

Evaluation of the outcomes of the specific intervention program implemented in Phase 2 of the project

This preliminary plan is subject to change during the course of the project as it is expected that the final evaluation procedures used in the project would be developed by the collaboration with input from collaboration participants and community constituencies.

Section C of the application should:

- C Describe the most important process or outcome indicators to assess in each type of evaluation (e.g., “collaboration decision making” or “stakeholder engagement” in a collaboration process evaluation, or “stakeholder participation” or “participant satisfaction” in an evaluation of collaboration outcomes, “fidelity of program implementation” in the evaluation of the process of program implementation, or “client outcomes” in an evaluation of program outcomes)
- C Describe methodological approaches to be used to collect evaluation information (e.g., qualitative analysis of interviews with collaboration participants, collection of quantitative pre- and post measures of client change targeted by an intervention program, use of control or comparison groups to evaluate intervention programs) and types of data or indicators to be collected (e.g., narrative interviews, rating scales, checklists, meeting minutes, checklists)
- C Describe how evaluation data will be summarized and reported so as to meet the needs of and be understandable to critical stakeholders participating in the collaboration and how it will be used in developing collaboration, in collaboration goal setting, planning, and decision making, and in implementing programs.
- C Describe the qualifications and experience of the project’s evaluation staff, particularly in evaluating community-wide prevention programs, community collaborations, and youth services. If an Evaluator has not yet been selected, a position description listing the minimum qualification and experience requirements should be attached in Section I.

- C Describe procedures to obtain input from community constituencies, especially youth and families, and from collaboration participants in developing the evaluation plans, in collecting data, and reporting results should be described.

The following are examples of potential activities in support of evaluation that may be supported by project funds:

- C Salary or contract to an evaluator(s)
- C Expert consultation on evaluation design, instrumentation, data gathering, and analysis
- C Costs of assessment instruments
- C Costs of data collection
- C Costs of data analysis, report writing, and report dissemination.

D. Level 1 Plan for Sustainability

Level 1 projects should devote considerable effort from the start of the project to developing resources to sustain the collaboration, its activities, and, at a minimum, to support the youth violence prevention program implemented by the collaboration.

In Section D the application should:

- C Describe existing human and other supportive resources that exist in the community or among collaborating organizations that will promote sustainability of the collaboration and the service program (e.g., volunteer organizations in the community, administrative staff support for the collaboration by participating collaboration organizations, a cadre of service providers already trained to implement the program, coordination of violence prevention efforts among youth service systems).
- C Identify potential funding sources to support community collaboration and service programs; particularly, potential avenues to achieve funding or institutionalization of the specific intervention program implemented in the project – provided the specific program is an effective intervention for youth in the community. Indicate past success of the collaboration participants in obtaining funding from such sources.
- C Outline a plan for a set of activities that the collaboration will engage in to develop human, funding, and supportive resources to sustain the collaboration and the implemented service program.. Describe specific activities to recruit resources (training staff in mechanics of accessing funding

streams, such as Medicaid or CHIPs; accessing funding data bases); identify funding sources that will be contacted for support; indicate staff and other project and collaboration resources that will be dedicated to sustainability (e.g., contracts to expert consultants, hiring of grant writers).

- C Describe specific plans to continue the implemented intervention program, such as through recruitment of long-term funding (indicate potential sources of such funding and likelihood of obtaining such funding) or incorporation of the intervention into an established agency or service system..

The following are examples of potential activities in support of sustainability that may be supported by project funds:

- C Identifying, contacting , and interacting with potential funding sources
- C Developing a capacity to write grant applications either through training of existing staff or hiring experienced grant writers
- C Training individuals in the community to support collaboration activities
- C Administrative expenses associated with institutionalizing service programs in community agencies.

E. Level 1 Procedures to Increase Competence with Respect to Community Diversity

In Section E of the application:

- C Describe the major racial/ethnic/cultural/social groups in the community and which groups are targeted to include in the collaboration and in service provision.
- C Describe the extent to which collaboration participant organizations and representatives reflect the ethnic/cultural/social diversity of the target service population and plans to recruit additional participants to increase the diversity representation of the collaborative
- C Describe the major methods that will be used to ensure participation of the diverse ethnic/cultural/social groups in the collaboration and selection and implementation of youth services, to recruit these target groups to receive services, and to communicate with these youth and their families and their community (e.g., support of leaders or institutions of the community groups, holding meetings at locations used by different community ethnic/cultural/social groups)
- C Describe procedures or plans to ensure full and equal participation of non-English speaking or limited-English speaking youth and families, if applicable. Describe planned capability of the collaboration itself or its major participant organizations or constituencies to provide language

translation, interpreters, and community communications in the major non-English languages of the community and at reading levels understood by community constituencies.

- C Describe the existing staff diversity or hiring plans among service organizations in the community that are participating in the collaboration of the community and the extent to which service providers are proficient in the languages and cultures of the target population
- C Describe plans to provide staff at all levels of the project organization with training on diversity issues relevant to the ethnic/cultural/social groups in the target community. Describe qualification of the training staff on diversity issues.
- C Describe plans to educate diverse ethnic/cultural/social community constituencies on youth problems and violence prevention and to recruit community support in these diverse constituencies. Describe plans to assess acceptance of collaboration activities and services in diverse community subpopulations and to incorporate alternative modes of intervention widely accepted in major ethnic/cultural/social groups in the community into the youth service system.
- C Describe procedures or plans to assess participation of the various ethnic/cultural/social groups in the community in collaboration activities and services and their perception of and satisfaction with the cultural/ethnic/social competence of activities, or services (e.g. anonymous surveys and/or peer group discussions); describe how these assessment will be utilized in collaboration planning and decision making.
- C Describe plans to provide feedback to community stakeholders and constituencies on the process and outcomes of the collaborative and implementation processes in a linguistic and culturally appropriate manner.

The following are examples of potential activities in support of increasing the competence with respect to diversity that may be supported by project funds:

- C Support for participation of diverse ethnic/cultural/social community groups in the collaboration, collaboration activities, and in service programs, such as costs of language translation, use of interpreters, hiring of community liaison staff, and monitoring effectiveness of activities and services with different ethnic/cultural/social groups in the community.
- C Activities to support increasing the competence of project staff and service program staff with respect to community diversity, such as training in diversity issues and consultation or supervision by culturally competent individuals.

LEVEL 2 YOUTH VIOLENCE PREVENTION COOPERATIVE AGREEMENT PROJECT REQUIREMENTS

Level 2 projects are expected to have already established a well-functioning collaboration focusing on youth issues or violence prevention and that has been engaged in community activities and support of service programs to prevent youth violence and promote youth development. Project funds would be used to significantly expand the collaboration to make it more inclusive of organizations and constituencies in the community; to increase the level of collaborative decision making and resource sharing; to increase the number, scope and impact of collaboration activities; to focus on developing a comprehensive approach to youth services in the community, involving coordination of existing programs, expansion of service programs, and on systems change; and to develop an approach for making evaluation part of service delivery. Projects should devote resources to achieve long-term fiscal and institutional sustainability of the collaboration.

The application should include a description of the accomplishments of the existing collaboration and plans to significantly expand or improve the functioning of the collaboration in the following areas: (1) community collaboration; (2) procedures to improve the selection and implementation of effective youth services, (3) description of an evaluation plan for expanded activities and capacity of the collaboration and plans to develop the capacity of the collaboration for service program evaluation, (4) resources to sustain the collaboration, its activities, and community-wide approaches to youth violence prevention, (5) participation of diverse groups in the community in collaboration activities and increasing diversity competence of the project, of collaboration activities and of youth services, and (6) ability to manage the project to achieve the goals of the program. In each area, **Level 2** applications will be evaluated on past accomplishments, current status, and plans to significantly expand or improve functioning of the youth violence prevention collaboration.

A. Community Collaboration

Level 2 applications are expected to have in place a well-functioning collaboration that has already engaged in successful collaborative activities and will be evaluated on the accomplishments of the current collaboration.

In Section A the application should describe the current collaboration and its accomplishments and plans to enhance or expand the collaboration and its activities.

Describe the size, type, and degree of collaboration achieved by the existing collaboration

Describe the collaboration participants, which constituencies or organizations, agency or service sectors they represent, and their commitment to collaborative activity as indicated by attendance, participation in collaborative activities, or providing resources to or sharing resources with the collaboration.

Describe the history of the collaboration, its organization and level of administrative support, the level of collaboration and consensus decision making achieved and its major accomplishments to date in the

areas of community education and mobilization, training of service providers or other constituencies, and recruiting support and resources for violence prevention activities and youth services.

Describe the involvement of the collaboration in youth services either in supporting or implementing needed services or coordinating youth services among agencies and accomplishment of the collaboration in providing more effective services to youth in the community. Describe involvement of youth and families from the target population for youth service intervention in the collaboration, its activities, and in service planning and implementation.

Describe how the grant award will enable the existing collaboration to expand to be more inclusive of significant community organizations and constituencies, to obtain a higher level of commitment and resources from collaboration participants, to address a greater number of youth problem behaviors and risk/protective factors, support a wider array of youth services and to focus collaboration efforts on coordination of services and systems change.

Indicate what additional capacities and expertise funding would help the collaboration develop (e.g., evaluation, data collection, consensus development, community education or liaison). Provide a preliminary list of planned community activities that the collaboration would implement to expand its youth violence prevention/youth development effectiveness in the community.

In enhancing an existing collaboration, the following are examples of potential activities that may be supported by project funds:

Activities in support of enhancing collaboration or collaboration activities, including staff and administrative expenses to support the collaboration organization; logistic expenses of collaboration meetings and other forms of contact and collaboration activities; hiring of liaison staff for contact with important community constituencies; expert consultation on collaboration or developing consensus among collaboration partners; visits to or consultation with collaboratives in other communities; expenses associated with recruitment of collaboration participants or to develop community support (e.g., to support attendance at meetings); costs associated with obtaining input from and disseminating information to the community-at-large in support of collaboration and consensus building; facilitating the negotiation of agreements between or among agencies and/or service providers;

Support for community-wide activities to increase awareness of the collaboration or to mobilize community support for the collaborative's initiatives (e.g., media campaigns, special family and youth events); support for monitoring the impact of collaboration activities

Support for dissemination of newsletters or other communication to build community support and to publicize the impact of the programs on youth outcomes

B. Level 2 Selecting and Implementing Effective Services

The existing collaboration or its participant organizations are expected to have had some experience with collecting and/or accessing information on community characteristics, on youth problems and risk in the community, and on community services and with using this information for program planning, decision making, and monitoring. In addition there should be at least some capacity of the collaboration or its constituent organizations to evaluate effectiveness of services for youth. The goal of this grant program is to enable collaboration projects to incorporate, to a much greater extent, procedures to increase the effectiveness of the collaboration into the planning and decision making of the collaboration and to build the capacity of the collaboration to use these procedures. These procedures include (1) information collection and (2) evaluation of services. Current experience, capacity and plans for enhancing these procedures should be discussed in Section B of the application.

The **Level 2** application should describe the current capacity of the collaboration or its participants to **collect** or access **information** on community characteristics and resources and on youth problems and risk.

Describe available information sources that can provide information of use to a youth violence collaboration on characteristics of youth in the community, problem behaviors and risk factors of youth, service and other resources in the community, and other social environmental characteristics of the community, such as community surveys or directories, summary reports of issues raised in community or focus groups, data collected for task force and other reports, official records of schools, the juvenile justice system, or other service systems, and agency data on service provision, on staff qualifications and on clients serviced. Indicate the accessibility of such data sources.

Describe the experience and expertise of collaboration participants in collecting and using such information in program planning or monitoring.

If adequate data on the community and its youth is not available, the application should specify what types of data need to be collected as part of collaboration activity, what data collection procedures will be used to collect such data, and methods to increase the information utilization capacity of the collaboration.. Such plans should be specified at a fairly ambitious level (e.g., a community-wide assessment of youth problems or a comprehensive study of the range of services provided by service agencies in the community) within budget limitations in the grant. Describe other sources of support for information collection available to the collaboration (e.g., additional funding support, partnering with academic program with expertise in these areas, or collaborating with agencies or service systems, such as schools) to complete these significant activities. The plan should also indicate how to improve the collaboration's use of available or collected data to guide collaboration goal setting, planning, activities, and service program support or implementation.

Level 2 projects are expected to focus on developing a comprehensive approach to youth services in the community, involving assessment of effectiveness of existing services, coordination of existing programs, identification of youth problems and risks for which services are not adequate, implementing or supporting the implementing of needed youth services, and evaluation of potentially effective service programs to address these problems and risks, and on initiating change to community service systems to make them more effective in providing competent services to youth and families. **Level 2** applicants are expected to have experience, expertise and capacity to evaluate service programs for likely effectiveness in the community and to institute or promote this approach throughout the service system of the community or to propose a plan to increase the capacity of the collaboration to assess potential effectiveness of programs. **Level 2** project funds should use grant funds to support direct services with this comprehensive, rather than service-specific, approach in mind, particularly to leverage support for a system of services and for direct services funding (e.g., a service organization might agree to provide a needed youth service in the community, if funds are provided to train service providers in implementing a program providing the needed service, or an intervention program may be adopted in the community if the collaboration supports a pilot study demonstrating the program's effectiveness). The expectation is that **Level 2** projects will devote efforts to accessing larger and more stable funding sources for service programs than provided by this Federal grant support.

Describe the current capacity of the collaboration or its constituent organizations to evaluate need for and effectiveness of service programs. Describe experiences that the collaboration has had in evaluating service programs in the community, either the effectiveness of existing programs or the likely effectiveness of programs considered for implementation.

Describe plans to significantly increase the collaboration's capacity to evaluate the effectiveness of existing services for reducing youth violence and promoting youth development and for identifying needed services and selecting appropriate programs that will effectively address needed services. Such plans might include employment of expert consultants, partnering with academic or private evaluation organizations to provide consultation, or forming workgroups to consolidate community expertise for consultation purposes, and instituting client outcome data collection from existing service programs and summarizing and disseminating such information.

Describe plans to develop or support needed youth services in a comprehensive manner, including recruitment and coordination of services in various settings (e.g., in schools, afterschool programs, in the family, in other community settings), targeted to various youth problems or risk or protective factors (e.g., youth violence, substance abuse, involvement with gangs or antisocial peers, youth mental health problems and suicide risk), with various types of intervention approaches (e.g., school-based individual child social development interventions, family communication and functioning interventions, juvenile justice diversion programs, police anti-gang programs), developing service coalitions among important youth service providers (e.g., health providers, mental health providers, school or child care providers, foster and grand parent programs, substance abuse treatment providers), providing services across

ages (infancy through adolescence) and risk status of youth (e.g., general universal prevention programs to high risk groups such as gang members or incarcerated delinquent youth).

The following are examples of potential activities to support the selection and implementation of effective youth services in the community that may be supported by project funds:

Activities in support of gathering or accessing information on socio-demographic characteristics of the community, on community attitudes and perceptions on youth problems and risks, on existing youth services or service needs, such as by surveys, community meetings, focus groups, census data, or official and service records.

Obtaining expert consultation and training on assessment of youth, community attitudes and resources.

Activities to support or expand existing service programs or to assist in the selection of youth, family, and community service programs to implement, such as collection and evaluation of published studies of the effectiveness of alternative service programs; support for a program evaluation center to assess likely effectiveness of proposed programs; visits to or consultation with organizations in other communities that are implementing service programs being considered for implementation in the community; training and/or expert consultation on identification and review of alternative evidenced-based youth service programs and on procedures to adapt programs to the community.

Activities in support of coordination of service delivery, such as support for service networking, wraparound services, and case management; facilitation of meetings and other contact between service providers to coordinate services; activities to facilitate expansion of youth services to additional youth problems or risks, to groups at different risk levels, or to different ethnic/cultural/social youth in the community; training of service providers; expert consultation on implementing specific programs; costs of program materials and assessment instruments; direct service costs, such as provider time; and expenses associated with outreach to or recruitment of participants, such as travel and other logistical costs necessary to ensure attendance and participation by children, youth and family members.

Activities in support of developing funding resources for a system of youth services in the community.

C. Level 2 Evaluation of Collaboration and Services

In Section C the **Level 2** application should (1) describe the experience and current capacity of the collaboration and its participants in conducting service program evaluations and using evaluation data, (2) must present a preliminary plan for how the project plans to (a) evaluate the process of continued development of the collaboration as its functioning is extended and expanded during this grant period and (b) evaluate the outcomes of the extended and expanded collaborative activities and (3) propose a plan to increase the evaluation capacity of the collaboration and of community service providers.

The application should describe the current experiences and capacity of the collaboration, participant organizations, and the community service community in conducting program evaluations and using evaluation results

Describe the current capacity of the collaboration or its participant organizations in terms of availability of evaluation professionals, their qualifications and prior experience in conducting evaluations of collaboration or program implementation.

Describe the extent to which current collaboration participant organizations conduct process and/or outcome evaluations that are relevant to youth violent prevention activities and services.

The preliminary plan to evaluate collaboration expansion and its success should:

Identify the types of expanded collaboration activities that are proposed to occur during the grant period

Measure the extent of consensus achieved by the collaboration on the types of activities to adopt

Assess the processes that occur in implementing the proposed activities

Evaluate the success achieved in implementing the activities

Evaluate the impact of the activity on collaboration planning and decision making.

Describe methodological approaches that will be used to collect evaluation information (e.g., qualitative analysis of interviews, observation of planning meetings, checklists of satisfaction with aspects of the survey by participants and community members).

The preliminary evaluation plan is subject to change during the course of the project as it is expected that the final evaluation procedures used in the project would be developed by the collaboration with input from collaboration participants and community constituencies.

The **Level 2** project is expected to use grant funds to significantly expand the evaluation capacity of the collaboration or its participant organization, support the use of evaluation in community service programs, and support the collection and utilization of evaluation data to inform the collaboration and the community concerning effectiveness of services. Support for evaluation of service program implementation and outcomes in the community should focus on developing evaluation protocols that would be useful to service providers, to develop the capacity to provide technical assistance to service program for conducting evaluations of program implementation and outcomes, and to directly evaluate service programs supported, endorsed, or implemented with collaboration support

The application should propose a plan to increase the capacity of collaboration to conduct evaluations and to increase the use of evaluation methods in assessing community services and programs. Such a plan might include develop of a consortium of evaluators to provide technical assistance to service programs who want to evaluate outcomes of their programs, support for the development of protocols that are use to evaluate effectiveness of services that are developed with significant input from community constituencies, and facilitation of evaluations of critical services and programs.

The application should describe how evaluation data will be used by the collaboration to improve collaboration functioning and service program effectiveness.

Describe how evaluation results will be summarized and reported and used to inform the collaboration of the success of its expanded activities and how such activities should be modified to meet the goals of expanding the functioning of the collaboration

The following are examples of potential activities in support of evaluation and developing evaluation capacity that may be supported by project funds:

Activities in support of the evaluation of the expansion of collaboration activities, such as salary or contract to an evaluator(s); expert consultation on evaluation design, instrumentation, data gathering, and analysis; costs of assessment instruments; costs of data collection; and costs of data analysis, report writing, and report dissemination.

Activities in support of developing the capacity of the collaboration to support evaluation of service programs in the community, such as expert consultation, support for a technical assistance center for program evaluation, support for specific expenses associated with evaluation of a service program; facilitating interactions and communication between evaluators and service providers; activities to increase the evaluation expertise of the collaboration and of the service community (e.g., training, consulting fees).

The project may use seed money to facilitate specific evaluations (e.g., support for expert evaluation consultation to plan evaluation of a specific program or to collect some data); however, grant funds should not be primarily used to fund specific evaluations of programs, but rather to support the develop of the collaboration and the community to develop evaluation resources that can be used systematically to evaluate youth violence prevention/youth development services in the community

Activities in support of summarizing, reporting and disseminating evaluation data to collaboration participants, the service community, and the community as a whole.

D. Level 2 Plan for Sustainability

The existing collaboration is expected to already have developed considerable human resources, funding, and other support for at least the collaboration organization and its activities (e.g., collaboration administrative staff, staff and material resource allocations from collaboration participants, access to community volunteer support) such that the collaboration itself has achieved a significant degree of sustainability. **Level 2** projects should use grant support to focus more systematically and extensively on sustainability, not only for the collaboration itself but for community-wide approaches to youth violence prevention and youth development.

In Section D the application should document or describe the existing resources available to sustain the collaboration and its activities and describe plans to expand efforts to recruit sustainability resources:

Describe accomplishments of the collaboration in recruiting human resources, funding sources, and other support for the administration of the collaboration, its activities, and support for youth violence prevention service programs.

Outline a plan or a proposed set of activities to systematically collect information on available or accessible human, funding, and other resources and to recruit such resources to support sustainability of the collaboration, its activities, and the range of service programs important to youth violence prevention/youth development. The plan or a set of activities should significantly expand and extend efforts to develop resources to sustain youth violence prevention activities in the community. (e.g., dedication of project or collaboration staff to assemble funding source information to be used by organizations throughout the community, recruitment of community leaders to lead efforts to garner political, governmental, and business support for youth violence prevention activities and service programs, and establishment of a grant writing consortium to provide support for grant writing efforts among service agencies and systems in the community).

The following are examples of potential activities in support of sustainability that may be supported by project funds:

Activities in support of sustaining the collaboration, its activities, or service programs, such as costs of identifying, inventorying, and recruiting human and other supportive resources; costs to identify, contact, and interact with potential funding sources; costs associated with developing the capacity to write grant applications either through training of existing staff or hiring experienced grant writers; developing a cadre of individuals in the community to support collaboration activities and providing training for volunteers; and administrative expenses associated with institutionalizing service programs in community agencies

E. Level 2 Procedures to Increase Competence with Respect to Community Diversity

Level 2 collaborations are expected to already have representation by major ethnic/cultural/social groups in the collaboration and its activities and to have already initiated effort to increase the

competence of the collaboration in responding to the ethnic/cultural/social diversity of the community. The application should describe the approach taken by the collaboration in addressing the diversity of the community as indicated in the community's demographics and the accomplishment of the collaboration achieving greater competence with respect to diversity of the community.

Grant funds should be used to expand activities that increase awareness of issues of diversity in the community, increase involvement of specific ethnic/cultural/social groups in youth violence prevention activities, increase the competence with respect to diversity of service systems, assess the number, range, accessibility, and competence of services dedicated to or open to the major population groups in the community, and to monitor the effectiveness of collaboration activities and service programs with respect to the different ethnic/cultural/social groups in the community.

In Section E the application should describe the experience of the existing collaboration and/or collaboration participants in developing competence with respect to the diversity of the community and plans to significantly expand the collaboration competence with respect to diversity.

Describe the extent to which collaboration participant organizations and representatives reflect the ethnic/cultural/social diversity of the target service population.

Describe the major methods used to ensure participation of the diverse ethnic/cultural/social groups in the collaboration and in selection and implementation of youth services, describe language translation and community communications practices in the major non-English languages of the community.

Describe the existing staff diversity or hiring plans among service organizations in the community that are participating in the collaboration and the extent to which service providers are proficient in the languages and cultures of the target population?

Describe training in diversity that the collaboration has sponsored or in which participant organizations have participated. Describe any efforts that have been made to assess acceptance of and participation in collaboration activities and services in diverse community subpopulations.

Outline a plan or a set of proposed activities to significantly increase the inclusion and participation of diverse ethnic/cultural/social groups in the community in the collaboration and to significantly increase the competence, with respect to community diversity, of collaboration activities and of youth violence prevention/youth development service programs. Such activities might include additional staff training in diversity, staff recruitment efforts, use of resources to support greater participation, and community education. Of particular importance would be effort to recruit or train representatives of minority communities to assume leadership roles in the collaboration and in collaboration activities and to provide leadership for youth violence prevention/youth development within their communities.

The following are examples of potential activities in support of increasing the competence with respect to diversity that may be supported by project funds:

Activities in support of increasing participation of diverse ethnic/cultural/social community groups in the collaboration, collaboration activities, and in service programs, such as language translation, use of interpreters, hiring of community liaison staff, and monitoring effectiveness of activities and services with different ethnic/cultural/social groups in the community.

Activities in support of increasing the competence of project staff and service program staff with respect to community diversity, such as training in diversity issues and consultation or supervision by culturally competent individuals.

The following are examples of potential activities in support of increasing the competence with respect to diversity that may be supported by project funds:

Activities in support of increasing participation of diverse ethnic/cultural/social community groups in the collaboration, collaboration activities, and in service programs, such as language translation, use of interpreters, hiring of community liaison staff, and monitoring effectiveness of activities and services with different ethnic/cultural/social groups in the community.

Activities in support of increasing the competence of project staff and service program staff with respect to community diversity, such as training in diversity issues and consultation or supervision by culturally competent individuals.